

SCHOOL OF PSYCHOLOGY

Kayleen Islam-Zwart (kislamzward@ewu.edu), Chair and Director
department web page (<https://www.ewu.edu/cpp/psychology/>)

Faculty

Jonathan W. Anderson, Jamie L. Lawlar, Charalambos C. Cleanthous, Kevin Criswell, Shanna Davis, Amani El-Alayli, Camille Frank, Katie Gaddy, Heidi Hillman, Keely J. Hope, Kayleen Islam-Zwart, Nick Jackson, Sarah Johansson, Linda Kirsch, Russell L. Kolts, Tim Lower, Dorothy E. Munson, Briley Proctor, Susan F. Ruby, Jillene G. Seiver, Nasreen Shah, Danielle M. Sitzman, Paul Spurgeon, Kurt K. Stellwagen, Julie Swets, Elizabeth Willis

Degrees

BA–Psychology (<http://catalog.ewu.edu/ps/sp/psychology-ba/>)

BS–Applied Developmental Psychology Major (<http://catalog.ewu.edu/ps/sp/applied-developmental-psychology-bs/>)

BS–Health Psychology (<http://catalog.ewu.edu/ps/sp/health-psych-bs/>)

Minor–Applied Developmental Psychology (<http://catalog.ewu.edu/ps/sp/applied-developmental-psychology-minor/>)

Minor–Industrial/Organizational (I/O) Psychology (<http://catalog.ewu.edu/ps/sp/i-o-psyc-minor/>)

Minor–Psychology (<http://catalog.ewu.edu/ps/sp/psychology-minor/>)

Certificate–Behavioral Health Support Specialist (<http://catalog.ewu.edu/ps/sp/behavioral-cert/>)

Certificate–Psychology in the Workplace (<http://catalog.ewu.edu/ps/sp/psychology-workplace-cert/>)

EDS–Psychology, Educational Specialist in School Psychology (Hybrid or Online) (<http://catalog.ewu.edu/ps/sp/educational-specialist-school-eds/>)

MS–Counseling, Clinical Mental Health Counseling (<http://catalog.ewu.edu/ps/sp/counselor-education-mental-health-emphasis-ms/>)

Graduate Certificate–Social Emotional Learning for Educational Equity (<http://catalog.ewu.edu/ps/sp/social-emotional-grad-cert/>)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

Psychology is the science of human behavior and experience. Psychologists and Counselors differ considerably in what they do because the field encompasses a wide range of human activities. Generally speaking, clinical, school, and counseling professionals provide services to help people make better adjustments in their daily lives, while experimental psychologists conduct research and construct theories to help us better understand the nature of behavior.

The mission of the School of Psychology is to educate students in the science and profession of psychology. To accomplish this mission, the school seeks to promote the acquisition of the core knowledge and principles of psychology; to enhance the student's professional growth and development; to further the student's ability to think analytically, logically and creatively; and to develop the student's ability to communicate effectively. The school promotes psychology as a science and a profession by excellence in teaching, research, and service. Our undergraduate programs in psychology are patterned after recommendations of the American Psychological Association for undergraduate majors in psychology.

The School of Psychology is located in Martin Hall in Cheney, Washington, a building that has sophisticated laboratories, classrooms, and specialized clinical training areas, and also on the Bellevue College Campus. Our laboratories and training areas are extremely well equipped and very active. Students are encouraged to get involved in research projects and other professional activities as undergraduates.

Graduate Programs

Graduate study in psychology and counseling provides the student with advanced preparation for practice in the field or for entering doctoral-level programs. Each degree program addresses the changing nature of society and professional requirements. The graduate degree programs available through the School of Psychology are: Educational Specialist in School Psychology - Hybrid Track and Online Track, and Master of Science in Counseling: Clinical Mental Health Counseling.

Final Comprehensive Examination Policy of the School of Psychology

- Each student shall complete, before the awarding of the EdS and master's degrees, a portfolio, thesis, comprehensive examination or research report, and oral defense, which demonstrates the competence of the student in graduate level work. The final oral examination will be open to all interested faculty and students and may be open to questions by outside members at the discretion of the committee. Final oral examinations will not be held over vacation periods or during summer quarter except by advance approval of the committee chair, second member, and graduate office representative. The final oral examination will not be over two hours.
- School Psychology EdS students will begin their portfolio in the first year through the Professional School Psychology courses and will have a formal interview with School Psychology faculty members in the second or third quarter of their first or second year (depending on the track) in the program to serve as preliminary feedback and determination of preparation for the internship experience. An oral examination that will focus primarily on the portfolio but may also include questions regarding professional practice and the internship experience will be held at the end of the second or third year of the program (depending on the program). Portfolios will reflect knowledge and skills in the National Association of School Psychology Domains of Training and Practice.
- Graduate candidates in the Master's of Science in Counseling program will take a standardized comprehensive examination in the quarter before their internship. This examination, the Counselor Preparation Comprehensive Examination, is given on campus. The CPCE covers the eight Council for the Accreditation of Counseling & Related Educational Programs (CACREP) common-core areas as defined by their Standards for Preparation:
 - Assessment and Testing
 - Career Development
 - Counseling and Helping Relationships
 - Group Counseling and Group Work
 - Human Growth and Development
 - Professional Counseling Orientation and Ethical Practice
 - Research and Program Evaluation
 - Social and Cultural Diversity.
 It is used as an

exit exam and as practice for the licensure exam. Students must pass in order to graduate. Students have three opportunities to pass this exam.

- d. All graduate students are subject to the academic advancement policies of Graduate Programs regarding grades, and expected to uphold standards of professional conduct and legal and federal laws.

Financial Aid—direct inquiries and application materials to:

Financial Aid and Scholarship Office
Eastern Washington University
102 Sutton Hall
Cheney, WA 99004-2447

- Loans, work-study jobs and scholarships are available to eligible students through the university's Office of Financial Aid.
- Some fellowships and financial assistance may be available.
- Apply for financial aid no later than February 15. Application and financial files should be completed as soon after January 1 as possible for the following year. Do not wait until admission is granted.

Educational Specialist in School Psychology (Hybrid and Online Tracks) (EdS)

Briley Proctor
Director
135 Martin Hall, bproctor1@ewu.edu

Admission Requirements/Preparation

The application deadline is January 15th. All application materials must be received by January 15th for consideration of an interview for admission to the program. All interviews will be conducted via video conferencing. Applicants must use a web-camera and a headset with a microphone to complete the interview. Candidates are required to apply for the Pre-Residency Clearance in Washington State through the Eastern Washington University (EWU) Certification Office during the first summer of the program, which includes fingerprinting and background checks. Washington State residents with current educational certificates in other areas must be verified by the EWU Certification Office.

To be considered for the program, students must:

- a. have a bachelor's degree, in psychology, education, early childhood education, or related fields, with the applicant's transcript showing evidence of courses in inferential statistics and developmental psychology (evidence of research methods, learning, abnormal psychology, tests and measurement, and biopsychology are highly recommended);
- b. have a GPA ≥ 3.0 in the last 90 quarter or 60 semester-graded credits;
- c. meet the requirements of the Graduate School;
- d. submit the program-specific application;
- e. provide three references for recommendation through application platform;
- f. for the **hybrid** track, have a minimum of 150 hours of professionally relevant experience working with children, youth, and/or individuals with disabilities;
- g. for the **online** track, have at least three years of full-time experience teaching in schools or at least five years of relevant professional experience in a closely related field; if recommended for admission, students must complete all of the requirements for admission to the

Graduate School and the School of Psychology before registering for classes.

We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Candidates completing our program are prepared to receive a Residency Educational Staff Associate (ESA) Certificate in School Psychology from Washington's Office of Superintendent of Public Instruction (OSPI). Graduates are eligible to become Nationally Certified School Psychologists. Coursework, practicum, internship, and portfolio expectations are aligned with state and national training standards. Specific areas of training include data-based decision making; consultation and collaboration; development of and support for academic and behavioral interventions; and, development and delivery of mental health services. The program emphasizes multi-tiered, evidence-based and equitable practices, with respect for diversity in development and learning and advocacy. Knowledge and skills are developed through integrated coursework, field experiences, and internship. Students complete a two- or three-year sequential program of study, beginning in summer.

During the internship year, candidates develop evidence to demonstrate their competencies across the Domains of Practice identified in the National Association of School Psychologists' (NASP) Model for Comprehensive and Integrated School Psychological Services, also known as the NASP Practice Model. Prior to internship, candidates gain knowledge and beginning developing evidence of their competencies in their courses and practicum. They independently complete advanced evidence of skill application under supervision of university and site-based supervisors during the internship year.

Interns present their final portfolios within a Comprehensive Oral Exam in the spring of the internship year; this is known as the Portfolio Defense. The Oral Defense Committee includes the intern's portfolio chair (instructor for internship and portfolio), second member (also a School Psychology faculty member), and a third member from another department who is assigned by the Graduate Studies Office. The Oral Defense Committee reviews the intern's final portfolio and evaluates the candidate's evidence of skill application and reflections across the Domains of Practice.

Technology Requirements for Participation

High bandwidth required; computer and browser requirements should follow program recommendations, webcam; a headset with microphone and access to a personal scanner or printer that scans to PDF. Full participation throughout the web-conferencing activities and on-campus training is required to participate.

Master of Science in Counseling: Clinical Mental Health Counseling

Keely Hope,
Director
135 Martin Hall, khope@ewu.edu

Admission Requirements/Preparation

The application deadline is January 15th. All application materials must be received by January 15th for consideration of an interview for admission to the program. Upon review of applications, exceptional candidates will be contacted for an interview. The interview will take place approximately two weeks after the application deadline.

To be considered for the program, students must:

- have a bachelor's degree, with the applicant's transcript showing evidence of inferential statistics. Students who have not taken inferential statistics as part of their previous degree program will need to provide evidence through official transcripts of successful completion of the course prior to the start of the fall quarter. Typical bachelor's degrees include, but are not limited to, psychology, education, early childhood education, or related fields;
- have a GPA ≥ 3.0 in the last 90 quarter or 60 semester-graded credits;
- meet the requirements of the Graduate School;
- submit the program-specific application;
- provide three references for recommendation through application platform;

The School of Psychology offers a nationally recognized program of studies in counselor education. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a nationally-recognized specialized accrediting body, has conferred accreditation on the Master of Science in Counseling: Clinical Mental Health Counseling. The program is made up of a theoretical, applied, and research-based core curriculum aimed at developing professional counselors who meet national, regional, and state certification standards. The program emphasizes evidence-based and equitable practices, with respect for diversity in development and learning and advocacy. Knowledge and skills are developed through integrated coursework, field experiences, and internship.

We adhere to a scientist-practitioner model that prepares students for practice as a counselor. Candidates completing our clinical mental health counseling program are eligible for mental health licensure in Washington (LMHCA/LMHC) and eligible to become Nationally Certified Counselors.

An FBI fingerprint check will be required of all counseling students prior to the beginning of their practicum and internship. The results will be assessed before practicing at any given site. Students will be required to carry liability insurance during the program. Students will be required to apply for professional affiliations with the American Counseling Association (ACA) for Clinical Mental Health Counseling. Membership applications for the affiliation and insurance programs will be made available in the professional classes offered in the first quarter.

PSYC 100. GENERAL PSYCHOLOGY. 5 Credits.

Satisfies: a BACR for social sciences.

A general introduction to psychology as the scientific study of behavior and thought; an overview of the areas of psychology and their development; methods in psychology; biological, sensory and developmental influences on behavior; physiological and cognitive components of behavior; theories of learning; a survey of theories of normal and abnormal behavior; principles of psychotherapy; personality theory and testing; and social influences.

PSYC 196. EXPERIMENTAL COURSE. 1-5 Credits.**PSYC 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.****PSYC 201. LIFE-SPAN DEVELOPMENT. 5 Credits.**

Satisfies: a BACR for social sciences.

A broad overview of human development from birth to death. Topics covered include the biological, cognitive, learning, cultural and socio-emotional influences on development. Designed for the non-major.

PSYC 202. GREAT WORKS IN PSYCHOLOGY. 5 Credits.

Satisfies: a BACR for humanities and arts.

This course is designed to expose students to some of the classic and historical as well as more modern written works influential in the field of psychology, and how they impact our modern conceptualizations of the field.

PSYC 204. EDUCATIONAL PSYCHOLOGY. 5 Credits.

Pre-requisites: PSYC 201 recommended.

Principles of learning and development as applied to improvements in classroom instruction.

PSYC 205. DISABILITY AND PSYCHOLOGY. 5 Credits.

Cross-listed: DSST 205.

Satisfies: a BACR for social sciences.

Students explore the lived social and psychological experience of disabled individuals from a disability studies perspective that "disability" is a socially construct rather than an individual-deficiency. Students examine strengths and limitations of traditional psychology and disability studies bases scholarship and approaches. They engage in psychological enquiry into how disabled people can forge positive identities and how disabled people collectively build disability culture and community.

PSYC 231. SCIENCE OF STRESS AND COPING. 3 Credits.

Satisfies: a BACR for natural science.

This course is designed to introduce you to the range of psychological and environmental stressors, and their potential psychological and physiological consequences. This course will assist you in learning basic terminology and theories as well as scientific understanding. Focus will be on critical evaluation of the literature regarding stress and coping, and the opportunity to practice and evaluate methods of coping with stress through labs to contribute to better health.

PSYC 296. EXPERIMENTAL COURSE. 1-5 Credits.**PSYC 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.****PSYC 298. SEMINAR. 1-6 Credits.****PSYC 299. DIRECTED STUDY. 1-6 Credits.****PSYC 301. THEORIES OF PERSONALITY. 5 Credits.**

An objective and comprehensive study of the major theories of personality.

PSYC 302. ABNORMAL PSYCHOLOGY. 5 Credits.

Explores and evaluates research and theoretical concepts relating to deviant and abnormal behavior.

PSYC 303. FOUNDATION OF PSYCHOTHERAPY. 5 Credits.

Pre-requisites: PSYC 301 and PSYC 302.

Survey of theories of psychotherapy dealing with psychopathology. Particular attention is given to effectiveness of theory construction. Evaluates the role of intervening variables and logical consistency.

PSYC 305. CHILD AND ADOLESCENT DEVELOPMENT. 4 Credits.

Pre-requisites: English proficiency; math proficiency recommended.

Mental, physical, social and emotional development from infancy through adolescence.

PSYC 306. ADULT DEVELOPMENT. 4 Credits.

Pre-requisites: English proficiency; Quantitative and Symbolic Reasoning proficiency recommended.

Covers the processes, evidence, theories and socio-cultural influences on adults.

PSYC 307. PSYCHOLOGY OF ADJUSTMENT. 5 Credits.

Pre-requisites: English proficiency; Quantitative and Symbolic Reasoning proficiency recommended.

A psychological approach to human behavior, growth and change.

PSYC 309. SCIENTIFIC PRINCIPLES OF PSYCHOLOGY. 5 Credits.

Pre-requisites: Mathematics proficiency.

The study of the methodology and attitudes of psychology irrespective of any special area. Considers techniques for evaluating information, discovering invalid interpretations, and uncovering alternative explanations. These are illustrated by reading research articles and classroom discussion of the articles and of popular beliefs.

PSYC 310. PSYCHOLOGICAL STATISTICS. 5 Credits.

Pre-requisites: MATH proficiency required.

This class introduces techniques for organizing distributions, summarizing their key properties, describing the relative standing of individual scores, and measuring relations between pairs of variables. In the second half of the course, hypothesis testing is examined using a variety of common parametric and nonparametric procedures, including the ANOVA.

PSYC 312. COMPUTER STATISTICAL ANALYSIS. 4 Credits.

Notes: may be taught together with CSBS 321.

Pre-requisites: PSYC 310 or CSBS 320 or equivalent.

An introduction to the use of computerized statistical packages and programs in the statistical analysis of data. Topics include describing the distribution of a single variable, graphing variables, organizing multivariate data, and testing hypotheses with t-tests, the analysis of variance, regression, and selected nonparametric tests. Factor analysis and discriminant function analysis are also introduced.

PSYC 314. TESTS AND MEASUREMENTS. 5 Credits.

Pre-requisites: PSYC 310 or CSBS 320.

This course will provide students with a current analysis of the most widely used psychological tests in schools, professional training programs, business, industry, the military, and clinical settings. Students will learn how psychological tests are constructed, how they are used, and how an understanding of them can make a difference in their careers and everyday lives. Issues of fairness, bias, and social consequences for use and interpretation with diverse populations will be addressed.

PSYC 315. PSYCHOLOGY OF HUMAN RELATIONS. 4 Credits.

Pre-requisites: English proficiency and junior standing.

Course provides communication strategies from the behavioral sciences designed to establish positive relationships with individuals.

PSYC 316. HUMAN MEMORY AND COGNITION. 5 Credits.

Pre-requisites: junior level standing or permission of the instructor.

Examination of the principles and theories of human memory and selected topics in cognitive psychology.

PSYC 317. HEALTH PSYCHOLOGY. 5 Credits.

Notes: PSYC 309 recommended.

Pre-requisites: junior standing.

An examination of the psychological influences on health including both wellness and illness; a focus on the etiology and correlates of health and illness as well as the prevention and treatment of illness. Exploring the psychological dynamics at work in utilization of the health care system and patient-practitioner interactions. Specific coverage of the illness process in pain, lung disease, stress, chronic illness, and AIDS.

PSYC 318. COMPUTERIZATION RESEARCH TECHNIQUES IN PSYCHOLOGY. 4 Credits.

Pre-requisites: PSYC 310 or CSBS 320 and PSYC 309.

Introduces the use of computers in psychological research through software that inexperienced users can program by filling out forms. Hands-on experience on the system will be acquired during the first 2–3 weeks. Recent experimental findings in a number of research areas will be introduced. Working individually or in small groups, students will select a problem for study and develop a method of investigation using the software system.

PSYC 319. BLACK PSYCHOLOGY. 5 Credits.

Cross-listed: AAST 319.

Pre-requisites: junior standing or permission of the instructor.

This is an emerging discipline that recognizes the observance of African centered approaches, practices, and methodologies to understand the experiences and treat the needs of Black people. Students will explore how Afrocentric approaches provide a basis for knowing and understanding the Black self and a resultant state of Black consciousness and positive identity. Students will cultivate an awareness of the progress and formation of positive Black identity.

PSYC 321. CARE AND CUSTODY OF FEMALE OFFENDERS. 5 Credits.

Cross-listed: GWSS 321.

Pre-requisites: junior standing.

Satisfies: a university graduation requirement—diversity.

This course explores the care and custody of female offenders in the criminal justice system, with particular focus on psychological factors and mental health treatment.

PSYC 323. DRUGS AND BEHAVIOR. 5 Credits.

Pre-requisites: PSYC 100 recommended.

An introduction to the action, use, and abuse of psychotropic agents from analgesics to hallucinogens. Special attention given to drug abuse.

PSYC 324. CONDITIONING AND LEARNING. 4 Credits.

Pre-requisites: PSYC 201 or PSYC 305 or PSYC 306.

A study of human learning emphasizing conditions for acquisition, learning structures, learning sets, levels of learning and measurement.

PSYC 325. COGNITIVE AND BEHAVIOR CHANGE. 4 Credits.

Pre-requisites: junior standing.

This course is designed to examine various cognitive and behavioral change procedures in terms of their theoretical basis and applied strategies. Operant, respondent, social learning, and cognitive theories and their applications will be studied. Students will be required to engage in a self-change project throughout the quarter in order to better understand the principles of cognitive and behavioral change.

PSYC 331. PSYCHOLOGY OF WOMEN. 4 Credits.

Cross-listed: GWSS 331.

Pre-requisites: English proficiency (ENGL 201 or equivalent).

Satisfies: a university graduation requirement—diversity.

The psychology of women and gender in terms of history, bodies, socialization, personality, affiliation, achievement, motivation, mental health, and personal growth needs.

PSYC 340. EMOTION AND EMOTIONAL INTELLIGENCE. 5 Credits.

Pre-requisites: PSYC 100 or equivalent.

This course explores the psychology of emotion and how emotion impacts behavior and experience. This class investigates what emotion is, how it can be measured, basic theories of emotion, and what factors contribute to the different emotional states. Issues related to emotional intelligence will also be explored, with particular emphasis on emotion identification, understanding, and regulation.

PSYC 344. INTRODUCTION TO THE HELPING PROFESSIONS. 4 Credits.

Notes: this course is required for the B.S. Applied Developmental Psychology major and Option B of the B.A. Children's Studies major.

Pre-requisites: PSYC 305 and declared Applied Developmental Psychology major or minor, or declared Children's Studies major. This course provides students with an introduction to a wide variety of helping professions with essential ideas and information pertaining to the work of helping professionals. Content addresses the helping professions, their specializations, histories, ethics, communication skills, potential challenges to professional effectiveness in the helping professions, and models of problem solving for those working in the helping professions.

PSYC 359. HUMAN SEXUALITY. 5 Credits.

Psychological, biological, and cultural perspectives of human sexual behavior. The basis for successful functioning; frequency and significance of various types of sexual behavior; anatomy and physiology of reproduction; sexual inadequacy and deviations.

PSYC 374. CULTURAL PSYCHOLOGY. 5 Credits.

Pre-requisites: PSYC 100.

Satisfies: a university graduation requirement—global studies.

This course investigates the literature and methods involved in the psychological study of people from different cultures—both subcultures within the US and peoples from around the world. It also addresses the question of universality of psychological phenomenon.

PSYC 381. SOCIAL PSYCHOLOGY. 5 Credits.

Pre-requisites: PSYC 309 recommended.

Individual behavior as socially determined: interpersonal attraction, aggressiveness, attitude formation, group dynamics, conformity, and leadership.

PSYC 396. EXPERIMENTAL COURSE. 1-5 Credits.**PSYC 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 2 Credits.****PSYC 398. SEMINAR IN PSYCHOLOGY. 1-5 Credits.**

Notes: offered fall/winter/spring.

PSYC 399. DIRECTED STUDY. 1-6 Credits.

Pre-requisites: permission of the instructor and the department chair.

PSYC 402. BEHAVIOR MODIFICATION. 4 Credits.

Pre-requisites: PSYC 305, PSYC 324 or permission of the instructor. Behavior modification provides an in-depth exposure to the principles, concepts and procedures from both behavioral and cognitive theories as applied to individuals, couples and families, organizational groups and community settings.

PSYC 405. DEVELOPMENTAL THEORIES AND APPLICATIONS. 4 Credits.

Pre-requisites: PSYC 305 and PSYC 315, or permission of the instructor. Covers principles and concepts of major theories of human development, evaluation of theories, appreciation of alternative views of development and alternative strategies for enhancing development.

PSYC 408. COLLABORATIVE CARE & BHSS INTERNSHIP PREP. 5 Credits.

Pre-requisites: PSYC 302 and PSYC 317 each with a grade \geq B. The role and application of psychology and behavioral health in integrative and collaborative care settings.

PSYC 409. BEHAVIORAL HEALTH MANAGEMENT AND INTERVENTION. 5 Credits.

Pre-requisites: PSYC 302, PSYC 317, and PSYC 408, each with a grade \geq B.

The application of psychology to behavioral health and primary care settings, with attention to basic helper skills and a range of existing psychological interventions.

PSYC 413. RESEARCH METHODS IN PSYCHOLOGY. 5 Credits.

Pre-requisites: CSBS 320 or PSYC 310, and PSYC 309 with a grade \geq C; English proficiency or equivalent.

This course is an introduction to typical research methods used in psychology.

PSYC 420. BIOLOGICAL BASIS OF BEHAVIOR. 5 Credits.

Pre-requisites: PSYC 309.

Organic foundations of behavior.

PSYC 425. PSYCHOLOGY AND THE LEGAL SYSTEM. 5 Credits.

Pre-requisites: PSYC 100 or permission of the instructor.

This course is designed to provide an introduction to the field of forensic psychology. The course provides an overview of the role of mental health professionals in correctional settings and in conducting forensic evaluations.

PSYC 427. INTIMATE RELATIONSHIPS. 5 Credits.

Pre-requisites: PSYC 100 and junior standing or permission of instructor.

This course explores how social scientists think about, study, research and treat intimate relationships. Issues of communication, gender, sexual orientation, culture are explored within the context of intimate relationships.

PSYC 429. PSYCHO-ONCOLOGY. 5 Credits.

Notes: Recommended: PSYC 317 with a grade \geq B. Fulfills: Psychology B.A. program: Cluster B and Health Psychology B.S. program: Elective.

Pre-requisites: PSYC 100 with a grade \geq B.

This course covers the following areas in psycho-oncology: stages of cancer survivorship (diagnosis, treatment, survivorship); common psychosocial and survivorship issues within a biopsychosocial framework by specific cancers (e.g., breast, prostate, lung, skin, and cancers common in children); health disparities involving cancer; Health-related stigma in the context of the cancer experience.

PSYC 433. COMPASSION FOCUSED THERAPY. 3 Credits.

Pre-requisites: PSYC 100, PSYC 302 preferred.

This course presents students with the theoretical background and approach to psychotherapy taken in Compassion Focused Therapy (CFT). CFT is based in evolutionary psychology, affective neuroscience, cognitive-behavior therapy and centuries-old mindfulness and compassion practices. Students learn to understand emotional difficulties and work with them.

PSYC 440. HAPPINESS AND POSITIVE PSYCHOLOGY. 5 Credits.

Pre-requisites: junior standing.

Happiness has been a neglected topic in psychology, and yet is an important human pursuit. This class investigates what happiness is, how it can be assessed, and what factors facilitate happiness. Other human virtues important to well-being such as gratitude, wisdom, courage, humanity, justice, temperance, and transcendence are explored.

PSYC 450. TRAUMA: THEORY, ASSESSMENT AND TREATMENT. 4 Credits.

Pre-requisites: recommend PSYC 302.

This class explores traumatic experience in terms of substance, impact, and reactions, including the assessment and treatment of trauma-related psychopathology.

PSYC 452. SOCIAL INFLUENCE. 4 Credits.

Pre-requisites: junior standing or permission of instructor.

This course focuses on topics pertaining to social influence, including persuasion, compliance, and obedience. The course covers both intentional and unintentional forms of influence from a psychological perspective.

PSYC 461. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY. 5 Credits.

Pre-requisites: junior level standing or higher or instructor permission.

Students apply psychological principles and methods to the workplace, including employee selection, motivation, performance and behavior; the structure and function of occupational positions and activities; and the nature, processes and development of organizations.

PSYC 470. CHILDHOOD PSYCHOPATHOLOGY AND TREATMENT. 5 Credits.

Pre-requisites: junior standing.

This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical intervention methods.

PSYC 476. CHILD AND FAMILY GUIDANCE. 4 Credits.

Pre-requisites: PSYC 305, PSYC 324 or permission of the instructor.

The interaction between parents and children, the development and socialization of the child within the family and the relationship of the family to the school and community from a developmental perspective. Approaches to child rearing, management, discipline and communication for parents, teachers and other child care personnel are presented. Also examines family social support functions and considers multicultural issues in child socialization and guidance. Appropriate for present and future parents, teachers and child care personnel.

PSYC 481. PREJUDICE AND STEREOTYPING. 5 Credits.

Pre-requisites: PSYC 381 or instructor permission.

The course Prejudice and Stereotyping is a five credit discussion course that examines the social psychological underpinnings of prejudice, stereotyping and discrimination. The course topics will address specific types of prejudice such as sexism and racism, individual differences and cognitive states that can lead to prejudice, the effect of prejudice on its targets and reducing prejudice.

PSYC 483. GROUP DYNAMICS. 5 Credits.

Pre-requisites: declared Applied Developmental Psychology major, PSYC 307, PSYC 315, PSYC 405 or permission of the instructor.

Introduces the principles formed through the scientific study of group dynamics within a developmental context via multi-level analysis (i.e. individual group members, sub-groups within a group, whole groups, intra-group dynamics, inter-group dynamics, and the intersectionality of groups) while considering the applications of these scientific principles in the helping professions and the challenges associated with studying groups.

PSYC 484. CHILD ABUSE: RECOGNITION AND INTERVENTION STRATEGIES. 3 Credits.

This course will focus on recognition of abuse in children and specific intervention strategies for their social/emotional needs. Physical, emotional and sexual abuse will be addressed along with factors of recognition for each of these areas of abuse. Specific common indicators of abuse will be looked at as it relates to the impact on the social, emotional, cognitive and behavioral realm of children.

PSYC 485. ADD/ADHD IN THE SCHOOLS. 3 Credits.

This course will provide the skills needed to help minimize the everyday struggles encountered while working with difficult behaviors. Areas to be addressed include characteristics of AD/HD, common treatment approaches, myths about AD/HD and matching interventions to behaviors.

PSYC 490. SENIOR CAPSTONE: THE TRADITION OF PSYCHOLOGY. 6 Credits.

Pre-requisites: CSBS 320 or PSYC 310, PSYC 309 and PSYC 413; all with a grade \geq C and a declared BA Psychology major.

Satisfies: a university graduation requirement—senior capstone.

The course consists of three components: the history of psychology; a collaborative project; portfolio preparation.

PSYC 490A. SENIOR CAPSTONE: DEVELOPMENTAL PSYCHOLOGY SENIOR SEMINAR. 4 Credits.

Notes: this capstone will test the student's ability to apply the course work to real-world situations.

Satisfies: a university graduation requirement—senior capstone.

The course helps students make the transition from academia to the world of work and civic life or higher academic achievement. The primary goal for a successful transition will be accomplished via the process of application. The basic assumption is that the developmental coursework has equipped the students with the knowledge of developmental theories, counseling strategies, research methods and assessment procedures.

PSYC 490B. SENIOR CAPSTONE: MINDS AND VINES: PSYCHOLOGY OF WINE. 4 Credits.

Pre-requisites: senior standing and declared major.

Satisfies: a university graduation requirement—senior capstone.

The goal is for students to integrate their knowledge and hone their psychological problem-solving skills in diverse areas. The integration will include: the history and culture of wine; sensory discrimination and marketing of wine; the positive and negative impact of wine on biological and psychological health and; the treatment of the latter effects.

PSYC 490C. CAPSTONE: HEALTH PSYCHOLOGY. 5 Credits.

Pre-requisites: senior standing; completion of PSYC 310 or CSBS 320, PSYC 309, and PSYC 317; and declared Health Psychology major.

Satisfies: a university graduation requirement—senior capstone.

The course focuses on health-related empirical research. The culminating project will focus on health psychology related research and practice. A specific review of methodology and statistics pertinent to studies in health is incorporated.

PSYC 491. SENIOR THESIS. 4 Credits.

Pre-requisites: permission of the instructor/advisor.

Satisfies: a university graduation requirement—senior capstone.

Directed research resulting in a formal write-up. Limited to those students for whom research experience will be helpful in obtaining entrance to graduate school.

PSYC 493. FIELD STUDY IN APPLIED DEVELOPMENTAL PSYCHOLOGY. 4 Credits.

Notes: Students may repeat once for a total of 8 credits. If a student fails PSYC 493, the course may be repeated only once; students have a maximum of one repeat.

Pre-requisites: PSYC 305, PSYC 324, a declared B.S. ADPY Major and a senior in the program, and instructor permission.

This course introduces students to professional human service settings through shadowing a professional in the community.

PSYC 495. INTERNSHIP. 1-15 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship Office. Two sections are available, one for psychology majors and one for non-psychology majors.

PSYC 496. EXPERIMENTAL COURSE. 1-5 Credits.**PSYC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.****PSYC 498. SEMINAR. 1-5 Credits.****PSYC 499. DIRECTED STUDY. 1-15 Credits.**

Pre-requisites: permission of the instructor and the department chair.

PSYC 502. ADVANCED TESTS AND MEASUREMENT. 4 Credits.

This course provides a foundation for using psychological measurement concepts and skills in research and practice. This course provides a theoretical and practical basis for evaluating, selecting, and creating test and measurement tools in research and practice. This course focuses on practical applications and is appropriate for applied researchers and practitioners.

PSYC 503. SCIENTIFIC METHODS. 4 Credits.

Pre-requisites: admission into psychology graduate program or school psychology program or graduate standing and instructor permission. Introduction to logic of scientific method, decision making, hypothesis testing, measurement, analysis, model and theory construction, and APA writing.

PSYC 504. PROSEMINAR: LEARNING AND BEHAVIOR THERAPY. 4 Credits.

Pre-requisites: graduate standing in School of Psychology.

An intensive survey of important learning phenomena as they relate to theoretical issues and controversies. Consideration of methodological problems.

PSYC 505. APPLIED LEARNING THEORY AND BEHAVIOR MODIFICATION. 4 Credits.

Pre-requisites: graduate standing in the School of Psychology. Applied learning theory, methodology, and research paradigms will be defined and their inter-theory, inter-subject, inter-problem-solving relevance demonstrated.

PSYC 506. LIFESPAN DEVELOPMENT IN COUNSELING. 4 Credits.

Pre-requisites: admission to the graduate counseling program: clinical mental health or permission of the instructor.

Major theories of individual and family development, the nature and needs of individuals at all developmental levels, and the counseling implications associated with developmental processes are covered.

PSYC 507. HUMAN DEVELOPMENT: RESEARCH, THEORIES AND APPLICATIONS. 4 Credits.

Pre-requisites: graduate standing in psychology. If from a related area, instructor permission is required.

An examination of the field of human development and the contribution of those findings to professional practice. The philosophical and empirical basis for the theories explaining human development will be explored. The course will focus on the criteria that determine the adequacy of a theory and the applications generated by particular theories. Application and interpretation of research according to contemporary, empirically-based theories, and emerging issues and approaches will be key components of the course.

PSYC 508. PROFESSIONAL ISSUES. 2 Credits.

Pre-requisites: graduate standing in psychology.

This course presents legal, ethical, and moral aspects of the professional practice of psychology. Topics will include professional credentialing; registration and licensing; ethical principles; confidentiality; disclosure to clients; duty to protect and warn; suicide risk assessment; and other ethical dilemmas.

PSYC 510. PROFESSIONAL SCHOOL PSYCHOLOGY PRACTICE. 4 Credits.

Pre-requisites: admission to the graduate program in school psychology.

This course is the first in the series of Professional School Psychology and focuses on the history and principles of school psychology, the professional role of the school psychologist and current trends in education. The course includes various pre-practicum observations in applied settings.

PSYC 511. PROFESSIONAL SCHOOL PSYCHOLOGY LAW. 4 Credits.

Pre-requisites: admission to the graduate program in school psychology or MS psychometry.

This course focuses on the impact of legal issues on the role and functions of school psychologists in Washington.

PSYC 512. PROFESSIONAL SCHOOL PSYCHOLOGY ETHICS. 4 Credits.

Pre-requisites: PSYC 510.

This course is the third in the series of professional school psychology and focuses on professional practice and ethical issues in the field. Best practices in school psychology and considerations of NASP, AERA and APA ethical guidelines and codes of conduct will be covered. The course includes pre-practicum observations in applied settings.

PSYC 513. FAMILY, SCHOOL, AND COMMUNITY COLLABORATION: DEVELOPMENT AND TRANSITION. 4 Credits.

Notes: EdS School Psychology Degree requirement.

Pre-requisites: admission to the School Psychology EdS Program.

Students learn to partner with families and community agencies for intervention and key transitions such as preschool services to school-age services as well as high school to 18–21 services and postsecondary living. Students learn about typical physical, cognitive, adaptive, social/emotional and communication in child development, adverse childhood experiences (ACEs), trauma-informed care, strategies to collaborate with families and community agencies, and transition assessment and planning.

PSYC 514. RESEARCH AND STATISTICS. 4 Credits.

Pre-requisites: accepted to PSYC graduate program.

In this course you will learn the basic principles of research methods (both group and small n) and statistics used in school psychology. Our focus will be learning to evaluate existing research and applying the principles of scientific methodology to the field.

PSYC 515. ADVANCED EDUCATIONAL PSYCHOLOGY. 4 Credits.

The relevance of psychological theory to educational practice as applied to teaching, learning, development, and evaluation.

PSYC 516. HUMAN MEMORY AND COGNITION. 5 Credits.

Pre-requisites: graduate standing or permission of the instructor.

Examination of the principles and theories of human memory and selected topics in cognitive psychology.

PSYC 517. HEALTH PSYCHOLOGY. 5 Credits.

Pre-requisites: graduate standing or permission of the instructor.
An examination of the psychological influences on health including both wellness and illness; a focus on the etiology and correlates of health and illness as well as the prevention and treatment of illness. Exploring the psychological dynamics at work in utilization of the health care system and patient-practitioner interactions. Specific coverage of the illness process in pain, heart disease, cancer, stress, and chronic illnesses.

PSYC 518. COMPUTERIZED RESEARCH TECHNIQUES IN PSYCHOLOGY. 4 Credits.

Notes: students will select a problem for individual study and develop a method of investigation using the software system.

Pre-requisites: graduate standing or permission of instructor.
This class is intended to provide graduate students in psychology and allied disciplines with an efficient method of presenting stimuli and gathering data using personal computers. The class introduces the MEL programming system by which users can prepare programs by filling out forms and supplementing the forms with MEL code. Demonstrations and class exercises will apply the programming techniques to carry out common psychological tasks.

PSYC 520. EVIDENCE-BASED RESEARCH FOR COUNSELING. 4 Credits.

Pre-requisites: admission to MS in Counseling. If from a related area, instructor permission is required.
A critical analysis of research methodologies in psychology and counseling. Emphasis is placed on developing student skills in asking and answering sound research questions. In addition, becoming adept at knowing treatment efficacy.

PSYC 521. CARE AND CUSTODY OF FEMALE OFFENDERS. 5 Credits.

Pre-requisites: graduate standing.
This course explores the care and custody of female offenders in the criminal justice system, with particular focus on psychological factors and mental health treatment.

PSYC 522. ADVANCED STATISTICS. 5 Credits.

Pre-requisites: CSBS 320 or PSYC 310 or other inferential statistics class.

Statistical theory, interpretations, and procedures which are especially valuable to workers in education, psychology and related fields.

PSYC 523. EVIDENCE BASED PRACTICES. 4 Credits.

Notes: This program is for students enrolled in the EdS School Psychology Programs. Other students may enroll with the permission of the instructor.

This course provides an overview of research-based core curriculum and instruction and evidence-based supplemental interventions. Students learn to develop strong Multi-tiered Systems of Support (MTSS) that blend academic assessment and intervention with Positive Behavior Interventions and Supports (PBIS) and Social-Emotional Learning (SEL), with a focus on culturally responsive and socially just practices that lead to safe and supportive schools with strong home-school collaboration.

PSYC 524. ADVANCED CONSULTATION FOR INTEGRATED MTSS. 4 Credits.

This course provides knowledge and skills in systems-level consultation to effectively implement integrated Multi-tiered Systems of Support (MTSS) in K–12 schools. Includes a focus on data-based decision making, family, community, and school partnerships, and evidence-based practices to support Social Emotional Learning and student mental health.

PSYC 525. PSYCHOLOGY AND THE LEGAL SYSTEM. 5 Credits.

This course is designed to provide an introduction to the field of forensic psychology. The course provides an overview of the role of mental health professionals in correctional settings and in conducting forensic evaluations.

PSYC 526. ACADEMIC ASSESSMENT FOR SCHOOL PSYCHOLOGY. 4 Credits.

Pre-requisites: enrollment in school psychology program or MS psychometry program.
An in-depth review of the purposes and methods of academic assessment in school psychology practice. The course focuses on the administration of various academic assessments and interpretation of the scores obtained from the instruments for use in making data-based decisions. Special attention will be given to the applicability of assessments to diverse student populations.

PSYC 528. INTRO TO SOCIAL-EMOTIONAL LEARNING FOR EDUCATIONAL EQUITY. 2 Credits.

This course explores introductory concepts related to SEL and discovers how the five areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making provide a foundation for healthy living. This course explores the Washington State standards and benchmarks for SEL and practice beginning skills for SEL. This course serves as an introduction in the graduate certificate in Social-Emotional Learning for Educational Equity (SEL-EE).

PSYC 529. PSYCHO-ONCOLOGY. 5 Credits.

Notes: recommended: PSYC 317 with a grade \geq B.
Pre-requisites: PSYC 100 with a grade \geq B.
This course covers the following areas in psycho-oncology: stages of cancer survivorship (diagnosis, treatment, survivorship); common psychosocial and survivorship issues within a biopsychosocial framework by specific cancers (e.g., breast, prostate, lung, skin, and cancers common in children); health disparities involving cancer; health-related stigma in the context of the cancer experience.

PSYC 530. SOCIAL EMOTIONAL LEARNING THEORY AND APPLICATIONS. 3 Credits.

Pre-requisites: PSYC 528.
This course covers principles for the effective delivery of Social and Emotional Learning within school-based settings. This course covers the common components in SEL curriculum, factors associated with successful outcomes, and steps required for sustainable school-wide implementation. The course emphasizes the development and delivery of equitable services for all students.

PSYC 531. PSYCHOEDUCATIONAL GROUPS. 4 Credits.

Pre-requisites: admission to the graduate program in school psychology or permission of instructor.
This course examines the theory, assessment and application of different types of psychoeducational groups for children and adolescents in school and agency settings. In addition to didactic learning, students will be required to participate and lead a psychoeducational group.

PSYC 532. RESEARCH & PROGRAM EVALUATION. 4 Credits.

Pre-requisites: accepted to the School psychology graduate program or by permission of the instructor.
This course provides knowledge and fundamental skills in the evaluation of educational and human service programs. Emphasis is on the evaluator's responsibility for designing and implementing an evaluation, conducting data analysis, and reporting evaluation results for continuous program improvement. The course teaches qualitative and quantitative methods to evaluate systems' needs, program acceptability, fidelity, and effectiveness in school-based and clinical settings.

PSYC 533. SINGLE CASE DESIGN: EVALUATING EDUCATIONAL INTERVENTIONS. 4 Credits.

Pre-requisites: enrollment in the EdS School Psychology Program or permission of instructor.

This course will assist candidates in evaluating educational interventions in two areas: single case design and program Evaluation. For single case design, we will cover the components, strengths, and limitations of single case design research. We will cover the various designs, ranging from a simple "B" Design to more complex single case designs. We will examine issues related to validity and reliability of single case research and connect this research methodology to your topics of interest.

PSYC 534. HUMAN NEUROPSYCHOLOGY. 4 Credits.

Pre-requisites: admission to psychology MS psychometry program or school psychology program or instructor permission.

The relationships between physiological processes and behavior.

PSYC 535. INTRODUCTION TO CLINICAL MENTAL HEALTH COUNSELING. 4 Credits.

Pre-requisites: admission to the graduate counseling program, clinical mental health specialty.

This course provides an overview of the role of the clinical mental health counselor in the community. It includes an examination of the history, philosophy, professional practice, advocacy, ethics and laws pertaining to clinical mental health counselors. Students will also interact with clinical mental health counselors in the community.

PSYC 537. ADVANCED PSYCHOPATHOLOGY. 4 Credits.

Pre-requisites: admission into graduate program in psychology or graduate standing and instructor permission.

This course is designed to teach strategies in diagnosing mental disorders. Strategies for differential diagnosis along with consideration of cultural diversity and ethnic differences are explored.

PSYC 539. SEMINAR IN SPECIAL TOPICS. 1-5 Credits.

Notes: may be graded Pass/No Credit.

PSYC 542. CAREER COUNSELING. 4 Credits.

Pre-requisites: admission to the graduate counseling program: mental health or school counseling emphasis or permission of instructor.

Career development theory; educational and vocational information; career decision-making processes; components of school or community career programs.

PSYC 543. COUNSELING THEORIES AND SCHOOL BASED MENTAL HEALTH INTERVENTIONS. 4 Credits.

Pre-requisites: admission to the graduate program in school psychology. This course provides an overview of theories of counseling and interventions for students with mental health concerns. The course covers the role of the school psychologist as counselor and how school psychologists facilitate a multi-tiered approach to mental health intervention.

PSYC 544. COUNSELING THEORY AND TECHNIQUES. 4 Credits.

Pre-requisites: admission to the MS Counseling program.

An introduction to principles of counseling, and a survey of contemporary theories and techniques.

PSYC 545. APPRAISAL IN MENTAL HEALTH COUNSELING. 4 Credits.

Pre-requisites: admission to the MS Counseling program.

The administration, scoring and interpretation of standardized tests in the mental health counseling profession. Includes a focus on testing ethics, sources of testing bias and diversity issues in assessment, as well as the use of interview assessment/mental status exam and psychological testing for treatment planning.

PSYC 546. TRAUMA INFORMED COUNSELING. 4 Credits.

Pre-requisites: PSYC 588, PSYC 592, admission to graduate counseling program.

This course reviews current foundations, conceptualizations, and interventions for trauma-informed counselors. Topics include assessment and diagnosis, individual and community resiliency, types and causes of trauma, neuroscience of trauma, and vicarious trauma of clinicians. Multicultural and ethical considerations are addressed throughout. Instruction will be delivered via dyadic lecture, experiential activities, large and small group discussion, and role plays.

PSYC 548. COUNSELING CHILDREN AND ADOLESCENTS. 4 Credits.

Pre-requisites: admission to the MS Counseling program.

Counseling principles and techniques as applied to children and adolescents will be presented and analyzed.

PSYC 550. TRAUMA: THEORY, ASSESSMENT AND TREATMENT. 4 Credits.

Pre-requisites: undergraduate degree in psychology or related field.

This class explores traumatic experience in terms of substance, impact, and reactions, including the assessment and treatment of trauma-related psychopathology.

PSYC 551. FOUNDATION OF PSYCHOTHERAPY. 5 Credits.

Pre-requisites: admission into the psychology MS program or instructor permission.

Main types of psychological treatment with emphasis upon those which primarily rely on verbal exchanges between the counselee and the therapist. Practical application of techniques will be experienced.

PSYC 552. ESA PEER REVIEW: SCHOOL PSYCHOLOGISTS. 3 Credits.

Pre-requisites: permission of the instructor.

This course is designed to fulfill the requirements specified in the Washington Certification Handbook and the Washington Administrative Code for Continuing Certification of School Psychologists. The major emphases of this course are on documenting the knowledge and skills of practicing school psychologists and providing a forum for peer review based on contemporary standards of practice. Required peer review course for continuing ESA certification.

PSYC 553. SOCIAL, EMOTIONAL AND BEHAVIORAL ASSESSMENT OF CHILDREN AND ADOLESCENTS. 4 Credits.

Pre-requisites: admission to a psychology graduate program.

Students learn assessment techniques to examine social, emotional and behavioral functioning in children and adolescents. A problem solving approach is utilized with training in reviewing, interviewing, observing, and testing children. Major tests considered and applied within this course include broad rating scales such as the Achenbach and BASC systems and narrow rating scales utilized to diagnose more specific disorders.

PSYC 554. COGNITIVE ASSESSMENT. 4 Credits.

Pre-requisites: admission to psychology MS psychometry program or school psychology program.

This course will provide in-depth training in cognitive assessment, including intelligence, memory, academic, and special abilities testing.

PSYC 555. CLINICAL PRACTICE IN COGNITIVE ASSESSMENT. 3 Credits.

Pre-requisites: admission to the psychology MS program.

Administering, scoring, interpreting, and writing up of psychological assessment batteries.

PSYC 556. PERSONALITY AND BEHAVIORAL ASSESSMENT. 5 Credits.

Pre-requisites: admission to psychology MS psychometry program or school psychology program.

This course focuses on assessment techniques utilized to examine emotional and behavioral functioning. A problem solving approach is utilized with training in reviewing, interviewing, observing, and testing individuals. Major tests considered and applied within this course include broad rating scales, personality instruments, and other behavioral and psychology measures utilized to understand and diagnose specific conditions.

PSYC 557. CLINICAL PRACTICE IN PERSONALITY AND BEHAVIORAL ASSESSMENT. 4 Credits.

Pre-requisites: PSYC 556.

Supervision of practice testing with projective techniques, structured personality instruments, teacher, parent, and self-report rating scales, and cognitive and neuropsychological measures.

PSYC 558. SCHOOL PSYCHOLOGY PRACTICUM. 1-8 Credits.

Notes: Graded Pass/Fail. Repeatable for credit.

Supervised experience of school psychology students in assessment, intervention, and consultation, as well as professional and ethical areas.

PSYC 559. COGNITIVE ASSESSMENT LAB. 3 Credits.

Pre-requisites: graduate standing in psychology.

Students will administer, score, report, and interpret published norm-referenced measures of intelligence, memory, achievement, perceptual, adaptive, and special abilities typically used in educational environments.

PSYC 560. SCHOOL PSYCHOLOGY CONSULTATION. 4 Credits.

Pre-requisites: admission to the graduate program in school psychology.

This course focuses on the history and principles of collaborative consultation and their application within the school setting. While traditional models of consultation are taught (organizational, behavioral and mental health), this course explores the key components to developing healthy family-school relationships and requires students to work with parents and teachers through Conjoint Behavioral Consultation. Consultation with systems as a preventive strategy is also emphasized, and students complete a school-wide analysis project.

PSYC 561. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY. 5 Credits.

Pre-requisites: graduate standing.

This course surveys the application of psychological principles and methods of work. It includes employee selection, motivation, performance and behavior; the structure and function of occupational positions and activities; and the nature, processes and development of organizations.

PSYC 563. PSYCHOEDUCATIONAL GROUP THEORY. 2 Credits.

Pre-requisites: PSYC 510.

This course examines the theory and assessment of different models of psychoeducational groups for children and adolescents in school and agency settings.

PSYC 565. DEVELOPMENTAL PSYCHOPATHOLOGY. 4 Credits.

Pre-requisites: graduate standing in psychology.

This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders, and to clinical and educational intervention methods.

PSYC 566. DEVELOPMENTAL PSYCHOPATHOLOGY AND CLINICAL NEUROSCIENCE I. 4 Credits.

This is the first course in a two-quarter sequence of instruction that focuses on describing and understanding psychopathological disorders of childhood and adolescence. A critical emphasis is placed on the neurobiological influences that underlie typical and atypical developmental sequences. Attention is also given to the diagnosis and implications of such disorders and to clinical and educational intervention methods.

PSYC 567. DEVELOPMENTAL PSYCHOPATHOLOGY AND CLINICAL NEUROSCIENCE II. 4 Credits.

This is the second course in a two-quarter sequence of instruction that focuses on describing and understanding psychopathological disorders of childhood and adolescence. A critical emphasis is placed on the neurobiological influences that underlie typical and atypical developmental sequences. Attention is also given to the diagnosis and implications of such disorders and to clinical and educational intervention methods.

PSYC 568. PSYCHOEDUCATIONAL GROUP PROCESS. 2 Credits.

Pre-requisites: PSYC 563.

This course requires the application of different types of psychoeducational groups for children. In addition to didactic learning, students will be required to participate and lead a psychoeducational group.

PSYC 569. RELATIONAL COUNSELING. 4 Credits.

Pre-requisites: admission to the MS Counseling program.

This course introduces theories and best practices involved with counseling couples and families. Students will learn to think systemically and apply family therapy concepts, dynamics, theories and techniques to working with individuals, couples and families in various settings.

PSYC 570. CHILDHOOD PSYCHOPATHOLOGY AND TREATMENT. 5 Credits.

Pre-requisites: graduate standing.

This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical intervention methods.

PSYC 571. INTRODUCTORY COUNSELING SKILLS. 4 Credits.

Pre-requisites: admission to the MS Counseling program.

This course provides and understanding and experiential practice of the skills needed to form a working alliance, explore presented issues, and begin assessment and treatment planning with clients. Participants will become familiar with the initial stages of counseling, effective techniques for managing the interaction process, and the importance of self-awareness in the counselor.

PSYC 572. ADVANCED COUNSELING SKILLS. 4 Credits.

Pre-requisites: admission to graduate counseling program and PSYC 571.

This course provides a continued understanding and experiential practice of the skills needed to integrate theory into working with clients. Participants will become more familiar with the techniques connected to counseling theory for effecting change with clients. This course builds upon microskills acquired in counseling skills course.

PSYC 573. LEADERSHIP AND ADVOCACY IN PROFESSIONAL SCHOOL COUNSELING. 4 Credits.

Notes: for professionals with a master's degree.

This course will provide an understanding of the roles of the school counselor including leader and advocate. The course includes how to establish strategies to promote equity in student achievement and college access, core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.

PSYC 574. CULTURAL PSYCHOLOGY. 5 Credits.

Pre-requisites: psychology graduate status.

This course investigates the literature and methods involved in the psychological study of people from different cultures – both subcultures within the US and peoples from around the world. It also addresses the question of universality of psychological phenomenon. Graduate students focus particularly on how these findings apply within their graduate field of study.

PSYC 575. DIAGNOSIS AND TREATMENT PLANNING. 4 Credits.

Pre-requisites: admission to the MS Counseling program.

This course covers diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems through the use of structured interviewing, symptom checklists, and personality and psychological testing. In addition, this course covers the use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.

PSYC 576. PROFESSIONAL ISSUES IN MENTAL HEALTH COUNSELING. 3 Credits.

Pre-requisites: admission to the MS Counseling program.

This course provides students an opportunity to transition from the role of a counselor in training to a beginning professional in the field of mental health counseling. Topics will include advocacy, post graduate credentials, supervision, managed health care systems, agency and private practice and organizational change. An emphasis will be placed on professional identity and roles.

PSYC 578. SEXUALITY IN COUNSELING. 3 Credits.

Issues of sexuality and intimacy are significant concerns for many individuals, couples, and families. This course is designed for clinical counseling students and explores their understanding of the complex relationship between sexual identity, sexual desires, gender norms, and gender identities, particularly as they intersect with other aspects of belonging (family, race, religion, social class, ethnicity, disability, etc.).

PSYC 579. ADVANCED DIAGNOSTIC ASSESSMENT. 4 Credits.

Pre-requisites: admission to the graduate program in school psychology. An advanced assessment course prepares candidates for diagnosis and classification in accordance with multiple theories existing in clinical and educational research. Utilize cognitive, academic, and social/emotional data in hypotheses regarding the presence of learning and social-emotional disabilities and in planning for intervention delivery. Emphasis on the complex variables of culture, environment, and language in making inferences regarding the presence of a disability.

PSYC 581. PREJUDICE AND STEREOTYPING. 5 Credits.

Pre-requisites: PSYC 381 or instructor permission.

The course Prejudice and Stereotyping is a five credit discussion course that examines the social psychological underpinnings of prejudice, stereotyping and discrimination. The course topics will address specific types of prejudice such as sexism and racism, individual differences and cognitive states that can lead to prejudice, the effect of prejudice on its targets and reducing prejudice.

PSYC 583. GROUP EXPERIENCE. 1 Credit.

Pre-requisites: admission to the MS Counseling program.

This class will provide a group process experience in the clinical mental health specialization.

PSYC 584. GROUP THEORY AND PROCESS. 4 Credits.

Pre-requisites: admission to the MS Counseling program.

Students will learn theoretical foundations of group counseling and group work, in addition to the dynamics associated with group process and development. Students will learn the characteristics and functions of effective group leaders by serving as facilitators of groups.

PSYC 586. PROFESSIONAL STANDARDS. 1 Credit.

Pre-requisites: admission into the psychology MS program.

This course presents legal, ethical, and moral aspects of the professional practice of psychology.

PSYC 587. ADDICTIVE BEHAVIOR COUNSELING. 4 Credits.

Pre-requisites: admission to the MS Counseling program.

Graduate course of theory and pragmatics in addictive behavior counseling that documents the personal, social and cultural impact of addiction. The course is designed for those with a specific interest in the nature and treatment of addictive behavior and students preparing for careers in the helping professions. The course presents an integrated overview of modern research and intervention approaches. A variety of viewpoints, theories and treatment approaches will be introduced.

PSYC 588. CRISIS INTERVENTION. 4 Credits.

Pre-requisites: admission to the MS Counseling program.

This course is designed to provide an overview of the theory, impact, issues and skills of crisis counseling due to traumatic events such as: violence, child abuse, mass casualty events as well as the nature, causes and symptoms of professional burnout for crisis workers. The course examines models for working with children and adolescents, working with victims of violence, issues of health-related school and crisis intervention.

PSYC 590. MULTICULTURAL CONSIDERATIONS IN COUNSELING. 4 Credits.

Pre-requisites: admission to the MS Counseling program.

This course introduces a broad spectrum of issues of multicultural considerations in counseling, including an examination of their own personal history/background and its impact on their perception of and response to diversity in clients. Topics include: the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group difference, and acculturative experiences on individuals' worldviews and help-seeking and coping behaviors.

PSYC 591. ADVANCED PSYCHOTHERAPY STRATEGIES. 3 Credits.

Pre-requisites: PSYC 551.

Lecture and practical demonstration of therapeutic strategies and techniques. Advanced development of case conceptualization and therapeutic interventions.

PSYC 592. SUICIDE ASSESSMENT AND TREATMENT. 1 Credit.

Notes: undergraduate enrollment with instructor permission.

Pre-requisites: admission to the graduate counseling program, or instructor permission.

This course provides an overview of suicide risk and protective factors. Outlines a working assessment framework to assign risk as well as intervention techniques and best practices, including referral when needed.

PSYC 596. EXPERIMENTAL COURSE. 1-5 Credits.

PSYC 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

PSYC 598. SEMINAR. 1-5 Credits.

Notes: may be graded or offered Pass/No Credit at the discretion of the instructor.

Current problems in psychology are presented by department faculty.

PSYC 599. INDEPENDENT STUDY. 1-5 Credits.

PSYC 600. THESIS. 1-15 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

A bound research study conducted as partial fulfillment of a master's under the direction of a graduate committee.

PSYC 601. RESEARCH REPORT. 1-15 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

A research study in lieu of a bound thesis conducted as partial fulfillment of a master's under the direction of a graduate committee.

PSYC 602. SCHOOL PSYCHOLOGY PORTFOLIO. 1-6 Credits.

Pre-requisites: admission to School Psychology Program.

Students prepare reflections and evidence to document their knowledge and competence in the NASP standards for training and practice. An informal presentation of the portfolio is provided at the end of the second year of the program to document readiness for the internship experience. In the third year of the program, students provide a formal presentation as a culminating experience in the program.

PSYC 651. ADVANCED PSYCHOTHERAPY STRATEGIES. 3 Credits.

Pre-requisites: admission into the psychology MS program with clinical emphasis or instructor permission, PSYC 551.

Advanced techniques and strategies of psychological treatment.

Techniques reviewed could include compassion focused therapy, solution focused therapy, brief therapeutic strategies, dialectical behavior therapy and/or other therapeutic strategies used in the field. Practical application of techniques will be experienced.

PSYC 694. PRACTICUM. 1-8 Credits.

Notes: graded Pass/No Credit.

Pre-requisites: admission to Psychometry MS program or School Psychology EDS program or Counseling MS program.

Supervised experience of a clinical or counseling nature in service areas or supervised experience in research.

PSYC 695. INTERNSHIP IN SCHOOL PSYCHOLOGY. 1-6 Credits.

Notes: may be graded Pass/No Credit.

Pre-requisites: permission of the instructor, department chair and college dean and must be in the school psychology program.

Experience under supervision in selecting, administering and scoring tests. Opportunities for diagnosis, counseling evaluation and reporting.

PSYC 696. COLLEGE TEACHING INTERNSHIP. 1-5 Credits.

Pre-requisites: permission of the instructor and the department chair.

Teaching a lower-division college course under the supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction, and student and course evaluation.

PSYC 697. INTERNSHIP IN COUNSELING. 1-10 Credits.

Pre-requisites: permission of the instructor, department chair, and college dean. Admission to the MS Counseling program. Grade of P in PSYC 694 Practicum.

This course addresses the internship experience of professionally supervised service in an approved agency or institution. It consists of individual case presentation, group collaboration, and instructor guidance of professional development and skills enhancement during the clinical supervision experience of counseling students.