

PSYCHOLOGY (PSY)

PSY-101 General Psychology (3 credits)

This course is an overall survey of the scientific study of behavior and mental processes. Specifically, the biopsychosocial model will be used to explore the major areas within psychology. Counts as a required course in the Nuts and Bolts Course Cluster for all Psychology majors.

Course Types: Global Learning; Culture Comp/Glob Society

PSY-189 Topics in Critical Inquiry (3 credits)

To be developed per specific course topic

Course Types: Critical Analysis; Foundational Gen Ed; Social Sciences; Topics; Thinking Process

Corequisite(s): Take PSY-189L

PSY-189L Topics in Critical Inquiry - Lab (1 credits)

To be developed per specific course topic

Course Types: Foundational Gen Ed; Social Sciences; Teamwork; Topics

Corequisite(s): Take PSY-189

PSY-203 Lifespan Development (3 credits)

This course explores milestones of physical, cognitive, and psychosocial development from conception through old age. Emphasis is placed on global principles that guide human growth and change across the lifespan. Counts as a course in the Development of the Person Course Cluster.

Course Types: Critical Analysis; Thinking Process

PSY-204 Physiological Psychology (3 credits)

This course examines the physiological basis of behavior through consideration of nervous and endocrine system structure and function followed by a detailed analysis of specific behaviors such as aggression, ingestion, sexual behaviors, sleep, and memory and learning. Counts as a course in the Brain and Body Course Cluster.

Course Types: Critical Analysis; Social Sciences; Thinking Process

PSY-205 Social Psychology (3 credits)

This course explores how people behave, think and feel in social situations. Students will be exposed to research methods, and historical and contemporary research findings and theories that have shaped the field. Major topics to be studied will include social perceptions and judgments about others, stereotyping, prejudice, discrimination, conformity and obedience, attraction to others, aggressive and helping behavior, and groups and leadership. Counts as a course in the Media, the Person, and Society Course Cluster.

Course Types: Cultural Competence; Culture Comp/Glob Society

PSY-206 Abnormal Psychology (3 credits)

This course scientifically describes and discusses the forms of abnormal behavior guided by the current edition of the Diagnostic and Statistical Manual for Mental Disorders (DSM). Specific focus is placed on assessment and diagnosis, etiological factors, treatment possibilities, and predictions of recovery. Counts as a course in the Behavioral and Mental Health Course Cluster.

Course Types: Critical Analysis; Thinking Process

PSY-207 Cognitive Psychology (3 credits)

This course provides an overview of the experimental study of human cognition. Cognitive psychology is the study of how the mind acquires, represents, and manipulates knowledge. Cognitive psychologists study humans and other species while they perceive, attend, learn, remember, listen, talk, and solve problems. They use observational and experimental methods to study behavior and brain mechanisms. The purpose of this course is to introduce you to topics in this vast field and integrate research in the field to provide a better understanding of how the mind works. By the end of the semester you should know a good deal about the basic components of human cognition, and the means to study it. Counts as a course in the Brain and Body Course Cluster.

Course Types: Civic Engagement

PSY-208 Personality (3 credits)

This course examines multiple perspectives on the construct of personality. It aims to provide the student with a thorough background in the major theories as well as an ability to integrate and apply the concepts in these theories. To accomplish this, students will engage in case studies as they master the theories within each major perspective. Counts as a course in the Personality Course Cluster.

Course Types: Written Communication

PSY-211 Working on a Team (3 credits)

Teamwork is a common facet of life, be it in athletics, health care, academics, organizations and/or the workplace. This course will acquaint the student with the science that provides us with best practices in teamwork. Students will learn about the various types of teams and settings they operate in, how they are best developed, and issues associated with their optimal performance. Counts as a course in the Work, the Person, and Society Course Cluster.

Course Types: Teamwork

PSY-212 Personal Growth (3 credits)

This course is an introduction to the concepts and techniques in psychology that apply to personal growth. Topics will include self-exploration, developing and maintaining interpersonal relationships, and strategies for achieving a life driven by values, meaning, and purpose. Students will learn from lecture, discussion, group exercises, and self-exploration exercises. Counts as a course in the Personal Growth Course Cluster.

Course Types: Ethical Reasoning and Act

PSY-250 SUD Foundations I (3 credits)

This course explores the nature of chemical dependency/addiction to legal and illegal substances. Class lectures and activities are designed to provide an understanding of varied classes of drugs of abuse and cover a diverse set of topics including, but not limited to: the etiology and development of addiction; pharmacology of substances of abuse; medical and psychiatric complications resulting from substance use (legal and illegal); as well as other salient topics. Counts as a required course in the Psychology CASAC track.

PSY-251 SUDS Foundations II (3 credits)

This course focuses on a wide variety of introductory topics and issues related to substance use disorder counseling. Many different aspects of substance use disorder counseling are examined from a variety of vantage points and perspectives. Class lectures and activities are designed to provide an understanding of, but are not limited to: defining substance use disorders; biopsychosocial dependency; the different paths with which clients enter treatment; models of understanding substance use disorders; introductory evaluation and diagnosis; treatment approaches and counseling techniques; and non clinical supports in the recovery process. Counts as a required course in the Psychology CASAC track.

Prerequisite(s): Take PSY-250

PSY-311 Child Development (3 credits)

This course is designed to give you an overview of the major areas of development from conception through childhood. The primary goal is to introduce the nature of child development and the scientific study of development. Physical and intellectual maturation will be discussed as well as developmental changes in personality, and social interactions. In addition, the influence of environmental context (including culture, school, family, and media) on children will be discussed. Although the course focuses primarily on "normal" development, we will also study some of the psychosocial problems common during these years. This course counts as an elective in the Development of the Person Course Cluster.

Course Types: Cultural Competence; Culture Comp/Glob Society

PSY-312 Adolescent Development (3 credits)

This course is designed to provide an in-depth understanding of adolescent development. Important changes in physical, cognitive, emotional, and social characteristics of adolescents will be examined. The influence of environmental contexts in which adolescents develop, such as family, peer groups, and school will be discussed, as well as how scientists study adolescent development and the theories they use to guide their research. Stereotypes and misconceptions associated with this stage of development will be explored. This course counts as an elective in the Development of the Person Course Cluster

Course Types: Scientific Reasoning

PSY-313 Consumer Behavior (3 credits)

The course introduces uses the psychological principles to understand why consumers behave the way they do and how marketers use their knowledge of consumer behavior in their work. Students will learn how psychological research methods speak to ways in which consumer behavior is assessed along with the theories and conceptual frameworks that guide consumer mental processes that lead to the actual behavior of buying products to mental processes afterwards. The intersection between cognition, affect and social influences on consumer behavior will be discussed. Students can then apply this knowledge to understanding themselves as consumers. Counts as a course in the Media, the Person, and Society Course Cluster.

Course Types: Critical Analysis; Thinking Process

PSY-314 Health Psychology (3 credits)

This course is designed for students pursuing careers in psychology and the health care professions. The course will address the role that psychology, and biopsychosocial factors in particular, play in preventing and treating illness and promoting health behaviors and outcomes. Attention will be given to the theoretical perspectives and research on effective psychological strategies for promoting and maintaining health, strategies for preventing and treating illness, and managing psychological and physical well-being in the context of chronic illness. Counts as a course in the Behavioral and Mental Health Course Cluster.

Course Types: Written Communication

PSY-315 Intelligence (3 credits)

This course will introduce students to theories and approaches to understand intelligence and what that tells us about achievement. Topics will include the development of intelligence, theories of intelligence, environmental effects on intelligence, the cognitive processes that regulate intelligence, the social and functional impacts of intelligence, and the neural basis for variations in intelligence. Individual differences in intelligence and its impact on achievement will be discussed. Additionally, this course will cover several of the controversies and debates that speak to what constitutes intelligence and ethical concerns of historical intelligence testing. Counts as a course in the Personality Course Cluster.

Course Types: Ethical Reasoning and Act

PSY-316 Close Relationships (3 credits)

This course will focus on the life cycle of adult close relationships, ranging from stages of initial attraction and relationship initiation to growth and maintenance of the relationship, and in some cases, dissolution. We will examine current theories and research in the social psychological study of close relationships to gain a better understanding of the basic processes involved in intimate relationships. Counts as a course in the Personal Growth Course Cluster.

Course Types: Scientific Reasoning

PSY-317 Emotions and Motivation (3 credits)

The study of emotion and motivation is critical to our understanding of human behavior. This course will introduce you to major research findings related to emotion and motivation. Topics will include perception, communication, individual differences, and development. Related topics may include neuroscience, marketing, affective computing, psychopathology, and human-robot communication. Topics and readings will be adjusted based on student interest. Counts as a course in the Personal Growth Course Cluster.

Course Types: Oral Communication

PSY-318 Industrial and Organizational Psychology (3 credits)

This course is designed to serve as an introduction to psychology in the workplace. Industrial/Organizational (I/O) Psychology is concerned with the development, validation, and ongoing refinement, improvement of applications of psychological methods and principles to management, employee functions and other issues in work settings. Counts as a course in the Work, the Person, and Society Course Cluster.

Course Types: Written Communication

PSY-319 Self and Identity (3 credits)

This course is an investigation into how we should conceive of ourselves as persons. Our sense of who we are permeates every aspect of our life. This course explores how we develop a sense of self; how we navigate multiple identities, some of which may be conflicting or socially devalued; and how these identities affect both consciously and unconsciously our thoughts, motives, feelings, and behavior. Students engage with classical theories and contemporary research to gain insight into psychological perspectives on self and identity. Counts as a course in the Personality Course Cluster.

Course Types: Lifelong Learning

PSY-320 Sport Psychology (3 credits)

This course reviews contemporary research and theories in sport psychology. Students will explore the interaction between athletic and team performance and psychological practices related to social, cognitive and affective factors. Students will assess through role play and simulations the impact of psychology and psychological approaches athlete and team dynamics, communication, and training. Students will demonstrate strategies that promote a growth mindset among athletes and their network to optimize performance.

Course Types: Social Sciences; Teamwork

PSY-344 Animal Behavior (3 credits)

This course is a scientific study of animal behavior. Specifically, we will examine different types of animal behavior, including finding and ingesting food, establishing and maintaining territory, communicating and interacting, mating and parenting. Our approach will be both ecological (focusing on animals in their natural environments) and evolutionary (identifying adaptive functions of current behaviors). While we will discuss a wide variety of animals throughout the semester, we will conclude with a specific discussion of our closest relatives, monkeys and apes, and the relationships of their behavior to human evolution and behavior. Counts as a course in the Brain and Body Course Cluster.

Course Types: Oral Communication

Prerequisite(s): Take PSY-101

PSY-350 SUD Counseling I (3 credits)

This course is an overview of the substance use disorder counseling process with a focus on the substance use disorder counselor as a person and as a professional. Emphasis is on the stages of counseling, basic counseling skills, attitudes and values of the SUD counselor, and the importance of the counseling relationship in substance use disorder recovery. Furthermore, attention will be paid to developing and maintaining the "therapeutic alliance" between counselor and client, as well as various theoretical approaches and modalities of treatment efficacious in the treatment of substance use disorders. Consideration will be given to diversity, inclusion and multiculturalism as necessary aspects of the individual SUDs counseling relationship. Counts as a required course in the Psychology CASAC track.

PSY-351 SUD Counseling II (3 credits)

The Substance Use Disorder Counseling II course is designed to provide students preparing to enter substance use disorder counseling/a helping profession with an understanding of the theory and practice of group counseling. Students will explore: different theoretical approaches to counseling groups; basic principles of group dynamics; leadership tasks; group developmental stages; and member roles. Basic group counseling skills including establishing, leading, and facilitating various types of counseling groups will be addressed. Consideration will be given to diversity, inclusion and multiculturalism as applies to the group counseling process. Each student will have the experience of both facilitating and being a member in a substance use disorder counseling group. Counts as a required course in the Psychology CASAC track.

PSY-352 SUD Counseling III (3 credits)

This course in substance abuse disorder counseling addresses varied salient and current topics within the profession. These are issues which are necessary for each SUDs professional to be aware of. Topics in this course include, but are not limited to: the biopsychosocial nature of substance abuse disorders and how each influences the other; the importance of addressing the needs of special populations in SUDs and what those populations may be comprised of; and the enhanced risk for suicidal ideation/lethality that is co-occurring for many dealing with SUDs. Special attention is paid to current issues of concern and risk for NYS residents dealing with SUDs. Consideration will be given to diversity, inclusion and multiculturalism as applies to all of the course topics. This course counts as a required course in the Psychology CASAC track.

PSY-353 Adult Development (3 credits)

This overview of adult development stresses a variety of topics within the aging process. Topics include theories of aging, intellectual functioning and learning, mental health of aged and organic brain dysfunction, culture and family, and the family and aging. This experimental course will include some field observations as well as lectures and discussions. This course counts as an elective in the Development of the Person Course Cluster.

Course Types: Civic Engagement

PSY-356 Theories of Counseling (3 credits)

This course explores the major theories, basic concepts and techniques of counseling. The student will be expected to demonstrate a working knowledge of the terminology, concepts and counseling applications of the major counseling theories, such as Psychoanalytic, Adlerian, Person-centered, Gestalt, Rational Emotive, Existential and Family Therapy. This course is suggested for students in all areas in which such a need exists in their professional work. Counts as a course in the Behavioral and Mental Health Course Cluster.

Course Types: Critical Analysis; Thinking Process

Prerequisite(s): Take PSY-206; Take PSY-101 or PSY-203

PSY-357 Sensation and Perception (3 credits)

This course is a review of the visual system, auditory system, somatosensory system and systems for taste and smell. Students will experience the unique features of each sensory and perceptual system through demonstrations and experiments. Specifically, this course will provide you with an overview of how people make sense of sensory input - in particular, light and sound. We will compare sensation and perception across domains, including vision, audition, touch, olfaction, and taste, as well as examine some non-human sensory systems such as biosonar and electroreception. Critical to the understanding of sensation and perception is understanding the methodologies and experimental procedures used to examine the issues. This course will explore these methodologies, from traditional measures like psychophysics and signal-detection analysis to newer cognitive neuroscience approaches. We will also discuss disorders and diseases of sensation and perception. Here we will examine peripheral problems (such as damage to the eyes) from central problems (such as damage to the brain) and how these problems differ. We will also consider the myriad ways in which research on sensation and perception has applications in many fields, from medicine to civil engineering to sports. Counts as a course in the Brain and Body Course Cluster.

Course Types: Scientific Reasoning

Prerequisite(s): Take PSY-207

PSY-360 SUD Assessment I (3 credits)

This course will introduce students to the individualized treatment planning process for SUD clients. Specifically, attention will be paid to the screening, assessment and evaluation portions of the treatment planning process. Furthermore, client-identified problems and goal formulation, as well as screening for various risk factors, will be addressed as facets of the assessment process. Consideration will be given to diversity, inclusion and multiculturalism as applies to all of the course topics. This course counts as a required course in the Psychology CASAC track.

PSY-361 SUD Assessment II (3 credits)

This course, the second of a two part SUD Assessment focus, will continue to educate students as to the stages of the individualized SUD treatment planning process. Specifically, attention will be paid to the SUD client admission decision, the development and implementation of the SUD treatment plan, and how these are accomplished in keeping with OASAS guidelines. Furthermore, salient issues such as client record keeping, Medication for Addiction Treatment assessment, coordination of care and the discharge process will be addressed. Consideration will be given to diversity, inclusion and multiculturalism as applies to all of the course topics. This course counts as a required course in the Psychology CASAC track.

PSY-365 Psychology and the Legal System (3 credits)

While the fields of law and psychology have historically been independent fields with varying objectives and values, in contemporary times the two have intersected in very important ways. This course will address how psychologists, clinically or empirically, have come to play an important role in the legal system. Major topics including the history and contemporary process of evaluating people for insanity, competency, and civil commitment, psychology's contribution to criminal investigative procedures, jury composition and decision-making, eyewitness testimony, and juvenile delinquency and family legal matters (divorce, custody) will be explored. Counts as a course in the Law, the Person, and Society Course Cluster.

Course Types: Critical Analysis; Thinking Process

PSY-366 Psychological Testing (3 credits)

This course will introduce students to the methods and common types of psychological testing occurring in education and clinical settings. Such tests include the measurement of human skills and abilities, and aspects of psychological functioning such as intellectual, personality and mental health, and vocational interests. Students will learn about psychometric principles including how to evaluate tests (i.e., reliability, validity, etc.), procedures in test development (e.g., item analysis, writing test items), effective test administration, and the application of popular tests. Students will gain some hands-on experience with common intellectual, personality, and vocational tests through demonstration and self-administration. Recommended PSY-101, PSY-203, or Statistics. Counts as a course in the Behavioral and Mental Health Course Cluster.

Course Types: Critical Analysis; Thinking Process

Prerequisite(s): Take PSY-101 or PSY-203 or Statistics

PSY-367 Psychology of Consciousness (3 credits)

This course examines consciousness "last great mystery of science". Excluded from scientific research for most of the last century, consciousness is now a rapidly expanding area of study in both psychology and neuroscience. This course will discuss all the major theories of consciousness, from those rooted in traditional western philosophy to those coming out of neuroscience, quantum theory, and Eastern philosophy. Students will engage in readings, self-assessments, and practical exercises that will allow students to examine their understanding of their own consciousness. Counts as a course in the Personality Course Cluster.

Course Types: Lifelong Learning

PSY-368 Stress & Adjustment (3 credits)

This course explores the biology and psychology of the experience of stress. Students will learn from both lecture and self-exploration. This course will provide the opportunity for students to learn and practice traditional and alternative stress management skills through individual and group practice. Counts as a course in the Personal Growth Course Cluster.

Course Types: Lifelong Learning

PSY-389 Special Topics Study Abroad (3 credits)

This course examines the development of emotional and behavioral maladjustment in children and adolescents. Emphasis will be given to theories, assessment strategies, and research methods and findings regarding the etiology and treatment efficacy for disorders including mental retardation, the pervasive developmental disorders (autism), elimination disorders, attention deficit hyperactivity disorder (ADHD) and learning disabilities, conduct disorders, and eating disorders. Psychiatric conditions such as mood disorders, anxiety disorders, schizophrenia, sleep disorders, and emerging personality disorders will also be considered from a developmental perspective. Psychosocial factors (e.g., family violence and abuse) that have been empirically identified in affecting psychological adjustment and research regarding prevention of these emotional and behavioral problems will also be addressed.

PSY-390 Special Topics Study Abroad (3 credits)

This course will examine the problem of addiction through a review of terminology, the types and effects of psychoactive substances, and the current theories from human and animal research identifying possible genetic, neuroanatomical, neurochemical and hormonal factors.

PSY-411 Clinical Interviewing (3 credits)

This course will introduce students to common interviewing skills and techniques associated with psychological assessment and counseling. The course will include both didactic teachings as well as role-plays and simulation experiences to enable students to practice and develop their clinical interviewing skills. Counts as a course in the Behavioral and Mental Health Course Cluster.

Prerequisite(s): Take PSY-206

PSY-412 Goal Setting and Decision Making (3 credits)

This course introduces students to the scientific study of how people make decisions and reach goals. In this course we will discuss what exactly decision-making is, how decisions ought to be made (i.e., rational decision making), the systematic flaws observed in people making actual decisions, the uniquely psychological factors that influence decision-making (e.g., emotion), and the neural systems that underlie the decisions of both humans and non-human animals. Factors that influence (or should influence) decisions, including value, probability, uncertainty, delay, mood, and physiological state will be discussed. Additionally, students will assess how they reach their own goals and make judgements and decisions in everyday life. Counts as a course in the Personal Growth Course Cluster.

PSY-413 Criminal Behavior (3 credits)

This course will explore the major theories and corresponding research to account from criminal behavior. Attention to how biological, psychological and sociocultural influences play in the origin and exhibition of criminal behavior and aggression/violence will be addressed. The role that biopsychosocial factors play in crimes including assault and murder, sexual assault and abuse, juvenile delinquency, mass violence including serial killers and terrorism, and "white collar" criminal behavior will be discussed. Counts as a course in the Law, the Person, and Society Course Cluster.

PSY-414 Language (3 credits)

Psychology of Language explores the cognitive and neural bases of human language. We use scientific methods from cognitive psychology to answer questions experimentally about psychological aspects of language from developmental to cultural differences, from its basic building blocks to its complexity. This course will cover topics including language acquisition, language comprehension, language and thought, and how we use language in conversation and communication, language development and changes across the lifespan, use of multiple languages, disorders, and overall representation of language. The overriding goal is that you understand how we acquire, comprehend, remember, and use language and why this knowledge is important in your life. Counts as a course in the Development of the Person Course Cluster.

PSY-415 Mass Communication (3 credits)

How do our experiences with media affect the way we get knowledge about the world? How does media impact our attitudes and behavior? Using theories from psychology and communication along with reviews of the most up-to-date research, this course will cover a diversity of media and media issues ranging from commonly discussed topics, such as politics, sex, and violence, sports, music, emotion and more! Essentially, you will be learning about the psychological effects of mass communication on behavior and thought. Counts as a course in the Media, the Person, and Society Course Cluster.

PSY-416 Motivation in the Workplace (3 credits)

The workplace is a major opportunity for people to find purpose, meaning, and happiness in their lives. This course will study the latest research on what makes people happy at work, on how happiness at work improves the quality of work, on how people and organizations develop wisdom, and on what makes a career not just successful but meaningful. Also discussed will be some of the impediments-both individual and organizational-to doing meaningful and satisfying work. Students will develop their own visions of their ideal career, and of the ideal company they'd like to lead or work for. Counts as a course in the Work, the Person, and Society Course Cluster.

PSY-417 Topics in Behavioral and Mental (3 credits)

This course is an in-depth consideration of topics in the field of behavioral and mental health. Counts as a course in the Behavioral and Mental Health Course Cluster

Prerequisite(s): Take PSY-206

PSY-418 Topics in Brain and Body (3 credits)

This course is an in-depth consideration of topics in the field of physiological and cognitive psychology. Counts as a course in the Brain and Body Course Cluster

Prerequisite(s): Take PSY-204 or PSY-207

PSY-419 Topics in Development (3 credits)

This course is an in-depth consideration of topics in the field of developmental psychology. Counts as a course in the Development of the Person Course Cluster

Prerequisite(s): Take PSY-203

PSY-420 Topics in Media, the Person, Society (3 credits)

This course is an in-depth consideration of topics related to the psychology of media. Counts as a course in the Media, the Person, and Society Course Cluster

Prerequisite(s): Take PSY-205

PSY-421 Topics in Personal Growth (3 credits)

This course is an in-depth consideration of topics in the field of physiological and cognitive psychology. Counts as a course in the Personal Growth Course Cluster

Prerequisite(s): Take PSY-212

PSY-422 Topics in Personality (3 credits)

This course is an in-depth consideration of topics in the field of personality. Counts as a course in the Personality Course Cluster

Prerequisite(s): Take PSY-208

PSY-423 Topics in Law, the Person, and Society (3 credits)

This course is an in-depth consideration of topics related to the psychology of law. Counts as a course in the Law, the Person, and Society Course Cluster

Prerequisite(s): Take PSY-206

PSY-424 Topics in Work, the Person, and Society (3 credits)

This course is an in-depth consideration of topics related to the psychology of work. Counts as a course in the Law, the Person, and Society Course Cluster

Prerequisite(s): Take PSY-211

PSY-425 The Science of Wellbeing (3 credits)

This course explores the science and application of positive psychology through a review of the psychological strengths that allow individuals and societies to thrive. Students will be provided access to landmark and current research defining and establishing this new science of wellbeing. Counts as a course in the Personal Growth Course Cluster.

PSY-429 CASAC Professional Ethics (3 credits)

This course addresses ethical concerns in the treatment of substance use disorders from a contemporary and practical framework. Presenting a comprehensive study of ethics as it applies to working in the substance use disorder profession, it focuses on ethical principles, decision-making and legal implications. Issues regarding dual relationships in therapy, confidentiality, the ethics of professional development and the ethics supporting counselor wellness/self care are examined. The implications and application of ethical principles in the treatment of clients from diverse backgrounds are considered. This course counts as a required course in the Psychology CASAC track.

PSY-453 Developmental Psychopathology (3 credits)

This course examines the development of emotional and behavioral maladjustment in children and adolescents. Emphasis will be given to theories, assessment strategies, and research methods and findings regarding the etiology and treatment efficacy for disorders including mental retardation, the pervasive developmental disorders (autism), elimination disorders, attention deficit hyperactivity disorder (ADHD) and learning disabilities, conduct disorders, and eating disorders. Psychiatric conditions such as mood disorders, anxiety disorders, schizophrenia, sleep disorders and emerging personality disorders will also be considered from a developmental perspective. Psychosocial factors (e.g. family violence and abuse) that have been empirically identified in affecting psychological adjustment and research regarding prevention of these emotional and behavioral problems will also be addressed. Prerequisite: PSY-203 and PSY-206. Counts as a course in the Development of the Person Course Cluster.

Prerequisite(s): Take PSY-203 and PSY-206

PSY-454 Drugs and Behavior (3 credits)

This course explores psychoactive drugs and their effects on behavior. It begins with a review of the basics of pharmacology, research design, and nervous system structure and function. Concepts of dependence, addiction, tolerance, withdrawal, sensitization, expectation, and conditioning will be included. The remainder of the course will explore what is known about the effects of different classes of drugs, including alcohol; anxiolytics and sedative-hypnotics; tobacco and nicotine; caffeine and the methylxanthines; psychomotor stimulants; opioids; antipsychotic drugs; antidepressants; cannabis; and hallucinogens, psychedelics, and club drugs. Students will gather, read, and discuss current research throughout the semester. Counts as a course in the Brain and Body Course Cluster.

Prerequisite(s): Take PSY-204

PSY-455 Multicultural Psychology (3 credits)

This course is an introduction to multicultural psychology and is geared to help students recognize the similarities and differences in behavior, cognition and well-being among people of varying cultural groups (e.g., based on nationality, ethnicity, religion, gender, and/or sexual orientation, etc.). Students will explore their own culture in conjunction with others to enhance their multicultural competence (i.e., knowledge, awareness, and skills) and prepare them personally and professionally for the socially diverse world they live in. Counts as a course in the Personality Course Cluster.

Prerequisite(s): Take PSY-208

PSY-456 Behavior Modifications (3 credits)

This course examines major theories, basic concepts and techniques of behavior modification. The student will develop an understanding of the application of operant conditioning principles, implementation of behavior modification techniques, and assessment and evaluation of program effectiveness. Counts as a course in the Behavioral and Mental Health Course Cluster.

Prerequisite(s): Take PSY-101

PSY-457 Learning & Memory (3 credits)

This course is an exploration of questions and topics such as: How do animals (human and non-) acquire, store, and retrieve information? How is new information integrated into existing memory structures? What is forgetting, and how can memory be improved? From the relatively simple mechanisms of conditioning to higher-order cognitive constructs, the class will discuss research findings from a multidisciplinary perspective including basic and applied psychology, neuroscience, physiology and genetics. Counts as a course in the Brain and Body Course Cluster.

Prerequisite(s): Take PSY-207

PSY-458 Psychology of Gender (3 credits)

This course is a review of the scientific literature on gender differences and similarities throughout development. Attention to how gender is associated with behaviors, intellectual ability, and health will be discussed. Counts as a course in the Personality Course Cluster.

Prerequisite(s): Take PSY-208

PSY-469 Psychology Internship I (4 credits)

The purpose of this course is to allow students the opportunity to gain experience in a psychology-related field setting that is in keeping with their educational and/or vocational goals. It is the intent of the course that students will build upon their knowledge and skills in a research or community internship placement. Thought agreement among the instructor/internship coordinator, the student, and the internship supervisor, the student will participate in an internship(s) for a minimum of 225 hours for the semester (15 hours per week).

Corequisite(s): Take PSY-489 Senior Status in Psychology program required.

PSY-470 Psychology Internship II (4 credits)

This course will allow students the opportunity to gain experience in a psychology-related field setting wherein they can build upon their learning experiences from their first semester of internship. Students learning may entail continued placement at their first semester of internship (in keeping with their educational or vocational goals) with the intent of advancing their skills and knowledge acquired from the previous semester, or placement in an alternative setting that enables students to develop their knowledge, professional networking, and further evaluate their educational and career goals. Through agreement among the instructor/ internship coordinator, the student, and the internship supervisor, the student will participate in an internship(s) for a minimum of 225 hours for the semester (15 hours per week).

Prerequisite(s): Take PSY-469

Corequisite(s): Take PSY-490

PSY-489 Senior Seminar I (2 credits)

This course provides the student with extensive faculty and peer guidance and feedback throughout the psychology internship experience during the senior year.

Corequisite(s): Take PSY-469 Senior Status in Psychology program required

PSY-490 Senior Seminar II (2 credits)

This course provides the student with extensive faculty and peer guidance and feedback throughout the psychology internship experience during the senior year.

Corequisite(s): Take PSY-470

PSY-511 Clinical Assessment & Psychometrics I (3 credits)

This course is the first component of a year-long course aimed at providing students with the basic skills needed for clinical assessment. These skills include interviewing, as well as administering, scoring and interpreting a wide range of assessment tools with a particular emphasis on intellectual and achievement measures most commonly used by psychologists. Attention will also be given to integrating data from testing with data from diagnostic interviews for report writing.

PSY-512 Clinical Assessment & Psychometrics II (3 credits)

This course is the second component of a year-long course aimed at providing students with the basic skills needed for clinical assessment. The focus of Clinical Assessment I was on intelligence and achievement assessment across the lifespan, but primarily with 0-17 year olds. Clinical Assessment II will focus on social emotional and psychopathology assessments across the lifespan but primarily adults (18+), baby boomers, and senior citizens. From Clinical Assessment II, your acquired skills will include interviewing, as well as administering, scoring and interpreting psychological tests with a particular emphasis on symptomatology measures, quality of life assessments and personality tests most commonly used by psychologists. Attention will also be given to integrating data from personality testing with data from diagnostic interviews and other types of assessment measures that you previously learned and mastered in Clinical Assessment I (e.g., cognitive and achievement testing). This course will also include a professional development component that addresses the EPPP, an appropriate CV and cover letter for clinical placements, and being an interviewee for a clinical placement. Other areas of professional development are located throughout the syllabus (e.g., recording your clinical hours, preparing for internship, timeliness, practicing your newly acquired skills, and report writing). With this in mind, be prepared to hone and further develop skills learned in Clinical Assessment I. This will require your patience, flexibility and commitment as we revisit information and have additional classes to ensure the consolidation of necessary knowledge needed to become competent clinicians (and competitive internship applicants!). You are expected to practice, practice and more practice with each and every assessment - even if you are not tested on that assessment through a quiz or milestone. Thus, you will need to be prepared to show competency on every and any assessment within seven days following its presentation and overview in class. Your ability to demonstrate competency can be assessed in a pop quiz, milestone, oral exam, and/or written exam etc.

Prerequisite(s): Take PSY-511 Clinical Assessment I and Instructor Approval

PSY-521 Psychopathology: Diagnosis, Epidemiology, Conceptualization, and Etiology (3 credits)

This graduate psychopathology course was designed to provide the necessary knowledge-base for the accurate identification/diagnosis of mental disorders across the lifespan using the Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition (DSM 5; APA, 2013). Students will be exposed to the social-historical context for the development of diagnostic categories and controversies regarding the use of certain diagnostic labels. Students will become familiar with epidemiological information pertaining to the prevalence of disorders within our society and how to incorporate demographic / cultural considerations into the diagnostic process. Students will gain experience gathering clinical information and applying their knowledge of the DSM criteria towards the development of diagnostic hypotheses during differential diagnosis exercises. Students will also learn how to document and convey information pertinent to mental health treatment to other professionals, including diagnostic specifiers and the specific ICD-10-CM codes associated with particular mental disorder(s).

Course Types: Social Sciences

PSY-522 Professional, Ethical, and Legal Issues in Clinical Psychology (3 credits)

This course covers ethical, legal, and professional issues involved in the discipline of psychology. Students will learn about historical and contemporary issues shaping the field of psychology and the training/supervision requirements needed to ethically/legally engage in various roles. Students will be challenged to actively apply the American Psychological Association principles and ethical standards through a variety of exercises. State and federal laws and regulations, including landmark legal cases, will be examined in depth. Students will consider the possible legal consequences of their behaviors/decisions. This course is restricted to students matriculated into the doctoral program in clinical psychology.

Course Types: Social Sciences

PSY-531 Research Methods in Clinical Psychology (3 credits)

This course is an overview of research methodology and designs used in psychological research. The fundamental and powerful concept is the systematic investigation of individuals in order to establish or revise facts, theories, principles, etc. The purpose of research is to contribute to the body of knowledge in a subject area. The central course questions are: How are research studies designed in psychology? What should be considered in designing and conducting psychological research? What procedures, methods, and tools are used to collect and analyze psychological data? How do designs and methods influence the inferences and conclusions that can be made? How are research findings disseminated?

Course Types: Social Sciences

PSY-532 Intervention: Evidence Based Interventions across the Lifespan (3 credits)

The purpose of this course is to provide you with an introduction to a variety of intervention theories and techniques that can be used to treat people with a variety of mental health problems. These theories and techniques can be applied in a variety of mental health settings and with diverse client populations. Because of its broad scope and the limited time frame of the course, the introduction to these concepts will be relatively brief and focus on the fundamental knowledge necessary to begin implementing these methods in your clinical practice. However, theories and techniques that have greater empirical support will be explored in greater depth. You will also be provided with a variety of references that will allow you to further develop your skills and knowledge upon completion of this course. Finally, multicultural issues will be discussed on both a broad scope and as they relate to the specific interventions that are being introduced.

Course Types: Social Sciences

PSY-541 Professional ProSeminar I - History and Systems (3 credits)

The Professional Proseminar I class will be the first class in a sequence of eight Proseminar classes (Professional Proseminars I - VIII). Students in the doctoral program in clinical psychology will be required to enroll in one section of Proseminar every Fall and Spring semester that they are enrolled in the program. The topics discussed and competencies gained in the series of Proseminar courses are developmentally sequenced to correspond to the students' level of training and their continued growth and development as a professional.

Course Types: Social Sciences

PSY-542 Statistics for Clinical Psychology I - Univariate (3 credits)

The purpose of this course is to introduce the basics of univariate statistical procedure. In addition, this course will emphasize graphical methods, data exploration, in addition to the traditional "confirmatory" approaches.

Course Types: Social Sciences

PSY-552 Professional Proseminar II: Group Therapy (1 credits)

The Professional Proseminar II class will be the second class in a sequence of eight Proseminar classes (Professional Proseminars I-VIII). Students in the doctoral program in clinical psychology will be required to enroll in one section of Proseminar every Fall and Spring semester that they are enrolled in the program. The topics discussed and competencies gained in the series of Proseminar courses are developmentally sequenced to correspond to the students' level of training and their continued growth and development as a professional.

Prerequisite(s): Take PSY-541

PSY-562 Diagnostic and Clinical Interviewing (3 credits)

Students will develop their self-awareness, interpersonal awareness and critical thinking in order to become more proficient clinical interviewers. They will learn the procedures and techniques for conducting a full clinical interview as part of an initial client assessment. Basic listening, interviewing, and strategic skills will be covered in order to maximize the effectiveness of clinical interviewing. Students will examine directive and nondirective approaches to interviewing. In addition, they will read and analyze theoretical and empirical literature relating to this topic. Demonstrations, role-playing, and structured exercises will allow students to practice and further hone their professional skills.

Prerequisite(s): Completion of PSY-521 or instructor permission

PSY-611 Biological Bases of Behavior Course Syllabus (3 credits)

This course enables students to acquire knowledge about the neurobiological and neuropsychological bases of brain, central nervous system and other biological systems of the human body. Topics include the historical bases of cognition and the brain, anatomical foundations of thought processes at the systems and neural levels, methods for evaluating mental processes, and subject areas include perception, attention, memory, development, change and disease.

Course Types: Social Sciences

PSY-612 Cognitive-Affective Basis of Behavior (3 credits)

This course will educate students on the current knowledge associated with cognition and emotions that underly behavior. Areas of study will include cognition (including cognitive neuropsychology), affective processes, and cognitive and affective neuroscience with research and applications relevant to clinical and health psychology to be reviewed.

Course Types: Social Sciences

PSY-614 Clinical Assessment III: Integrative Assessment (3 credits)

This course provides students with an in-depth study of integrative assessment. The theories behind integrative assessment and specific tests are covered. The course improves the students' hands-on experience in administering, evaluating, and reporting assessments under supervision from an instructor. Students will begin by learning the nature of assessment in regard to treatment options. From here, professional communication skills will be honed as students learn the appropriate techniques and ethical guidelines for approaching and interviewing patients in order to select an assessment. Students will then learn the proper procedure for assessment, evaluate assessment, provide feedback and evaluation to both clients and other professionals. Batteries submitted by students will involve integration of interview and assessment data across domains.

Prerequisite(s): PSY-511 PSY-512 or instructor permission

PSY-621 Healthcare Models and Service Delivery and Health Psychology (3 credits)

Given that this course is provided during the summer in a shorter period of time, it will present information in a survey or seminar fashion vs. traditional lecture and a PowerPoint course. Health Psychology is a theoretical, empirically supported course for students interested in learning about the field of health psychology. (There will also be materials on various interventions used in integrated primary care.) This course is concerned with the role of biopsychosocial factors in the promotion of health, prevention of and treatment of illness, the etiology of illness, and ways to improve the health care system. Students will learn widely studied and empirically supported theories of health behaviors in relation to behavioral risk factors. They will focus on theories, assessment and treatment of the primary behavioral problems encountered within behavioral medicine, such as sleep disorders, sexual dysfunction, high risk sexual behaviors, obesity, eating disorders, chronic pain, substance abuse/dependency, and tobacco addiction. This field further studies the interplay between emotions, cognitive, and behavioral/physical factors that can affect the onset, duration, recovery and prevention (primary, secondary, or tertiary) of chronic conditions and illnesses. This course will also briefly review some of the following individual differences (culture, ethnicity, lifestyle, religion, gender, identity development models and the effects of class and economic status and oppression) and their effect on health, chronic conditions, and illnesses. Within this course, select chronic conditions (e.g., cancer, hypertension, stroke, AIDS) will be reviewed within the biopsychosocial model.

Course Types: Social Sciences

PSY-622 Social Issues in Health and Wellness (3 credits)

The purpose of this course is to help students understand and evaluate theories, empirical evidence, and phenomena relevant to social psychology. Topics will address group processes and interpersonal relationships, attributions and social cognition, discrimination and stereotypes, aggression, attitudes, and how cognition and affective processes reciprocally influence human behavior, social relationships, and apply to health and wellness.

Course Types: Social Sciences

PSY-632 Individual Differences (3 credits)

This course will explore individual differences within the context of human development as a fusion of biological, cognitive, affective, social, and cultural forces. Students will learn about the theories and methodologies used to study human development. This course will address topics pertaining to the development of individual differences including theories of human development, physical development and milestones, intellectual development, language development, development of personality and identity, emotional regulation, interpersonal relationships, and moral development. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY-640 Foundational Practicum (3 credits)

The practicum is designed to provide students with a vehicle for obtaining practical experience and training to become competent clinical psychologists. Students will be assigned to either an internal or external practicum site. At that site, they will conduct clinical evaluations, assessments, psychotherapy and other work appropriate to the role of a clinical psychologist. The Foundation Practicum course sequence is designed such that students will develop foundational clinical skills related to their clinical work. Students will also be expected to engage in regular individual and group supervision provided by their practicum supervisor. This course is restricted to students matriculated into the doctoral program in clinical psychology. Students take this course twice for two consecutive semesters.

PSY-661 Professional ProSeminar III: Consultation and Supervision Part 1 (1 credits)

The Professional ProSeminar III class will be the third class in a sequence of eight ProSeminar classes (Professional ProSeminars I-VIII). Students in the doctoral program in clinical psychology will be required to enroll in one section of ProSeminar every Fall and Spring semester that they are enrolled in the program. The topics discussed and competencies gained in the series of ProSeminar courses are developmentally sequenced to correspond to the students' level of training and their continued growth and development as a professional.

Prerequisite(s): Take PSY-552

PSY-662 Professional ProSeminar IV: Consultation and Supervision Part II (1 credits)

The Professional ProSeminar IV class will be the fourth class in a sequence of eight ProSeminar classes (Professional ProSeminars I-VIII). Students in the doctoral program in clinical psychology will be required to enroll in one section of ProSeminar every Fall and Spring semester that they are enrolled in the program. The topics discussed and competencies gained in the series of ProSeminar courses are developmentally sequenced to correspond to the students' level of training and their continued growth and development as a professional.

Prerequisite(s): Take PSY-661

PSY-711 Diversity, Equity and Inclusion (3 credits)

This course is a theoretical and skill development course for researchers, counselors, and clinicians to strengthen multicultural/cross cultural/diversity awareness, knowledge, and skills in the competencies necessary to evaluate (broadly defined) presenting problems brought by ethnically and culturally diverse clients and research populations. The focus will be on dimensions of culture, ethnicity, lifestyle, religion, gender, identity development models and the effects of class and economic status and oppression on individuals and groups. Basic multicultural counseling competencies and diversity research practices will be presented, with opportunities for student self-examination and practice of strategies and techniques. The purpose of this course is to ensure that students know and are able to define culture, assimilation, acculturation, and cultural differences, identify different types of diversity, explore challenges and benefits of diversity, recognize the problem of stereotyping, prejudice, bias, and discrimination and the ways to avoid them, and describe ethnocentrism and its relationship to diversity. Students will gain specific competencies necessary to work effectively with an increasingly diverse population, including the history and experiences, physical and mental health needs, and treatment preferences of American Minorities and Diverse Populations. This graduate level course is required for students in the Ph.D. program in Clinical Psychology.

PSY-712 Behavioral Pharmacology and Psychopharmacology (3 credits)

This course provides the student with in-depth knowledge of the effects of drugs on the nervous system and how drugs interact with the environment and behavior: research techniques across a variety of levels (cellular, behavioral, clinical), neuroanatomy, neurotransmitters and drugs of abuse, drugs as stimuli, drugs used for treatment of different developmental or psychological disorders, as well as drug abuse and drug abuse treatment. Students will be expected to learn about the current research on mechanisms of action and treatments, as well as identifying drug effects that can be confused with psychological disorders. Special emphasis will be placed on identifying clinical signs of chemical dependence in individuals seeking counseling or therapy for unrelated behavioral issues. This course is restricted to students matriculated into the doctoral program in clinical psychology.

PSY-720 Intermediate Practicum (3 credits)

The practicum is designed to provide students with a vehicle for obtaining practical experience and training to become competent clinical psychologists. Students will be assigned to either an internal or external practicum site. At that site, they will conduct clinical evaluations, assessments, psychotherapy and other work appropriate to the role of a clinical psychologist. The Intermediate Practicum course sequence is designed such that students will continue to develop clinical skills related to their clinical work. Students will also be expected to engage in regular individual and group supervision provided by their practicum supervisor. This course is restricted to students matriculated into the doctoral program in clinical psychology. Students take this course twice for two consecutive semesters.

Prerequisite(s): Take PSY-640

PSY-730 Dissertation Research (3 credits)

The purpose of this course is to for students to begin to work with their research advisors on their dissertations. At the end of this course, students are expected to have completed at least one draft of the introduction of their research proposal. This course is restricted to students matriculated into the doctoral program in clinical psychology. Students take this course four times for four semesters over the span of the last two years or coursework.

Prerequisite(s): Take PSY-652

PSY-732 Interventions II: Psychotherapy Theory and Integration (3 credits)

The aims of this course are to foster the understanding and application of integrative approaches to psychotherapy and to facilitate students' development of integrative ways of thinking about and therapeutically working with clinical cases. Key defining characteristics of psychotherapy integration, the rationale for integrating therapeutic approaches, and the historical foundations of the psychotherapy integration movement will be examined. The major pathways to psychotherapy integration will be discussed and illustrated, and a biopsychosocial-developmental systems perspective will be presented as a unifying framework for understanding mental health and psychopathology and for integrating different psychotherapeutic paradigms. Overarching principles for guiding psychotherapy integration will be delineated, and the major paradigms of psychotherapy will be examined from the perspective of the central dimension(s) of the human biopsychosocial-developmental system each conceptually and clinically emphasizes. Areas of divergence and convergence among different paradigms, and implications for the practice of integrative therapy, will be highlighted. The course will also focus on issues in and findings on research in the field of psychotherapy integration, including the interplay between evidence-based practice and practice-based evidence. Challenges and issues associated with the art and science of psychotherapy integration will be identified and explored as well. Throughout the course, attention will be devoted to the impact of integratively-related knowledge, skills, and attitudes on development of student's own clinical thinking, assessment, case conceptualizations, and intervention processes.

Prerequisite(s): PSY-532 or permission of instructor

PSY-741 Professional Proseminar V: Scientific Review and Writing (3 credits)

The Professional ProSeminar V class will be the fifth class in a sequence of eight ProSeminar classes (Professional ProSeminars I-VIII). Students in the doctoral program in clinical psychology will be required to enroll in one section of ProSeminar every Fall and Spring semester that they are enrolled in the program. The topics discussed and competencies gained in the series of ProSeminar courses are developmentally sequenced to correspond to the students' level of training and their continued growth and development as a professional.

Prerequisite(s): Take PSY-662

PSY-810 Advanced Practicum (3 credits)

The practicum is designed to provide students with a vehicle for obtaining practical experience and training to become competent clinical psychologists. Students will be assigned to either an internal or external practicum site. At that site, they will conduct clinical evaluations, assessments, psychotherapy and other work appropriate to the role of a clinical psychologist. The Advanced Practicum course sequence is designed such that students will continue to develop clinical skills related to their clinical work. Students will also be expected to engage in regular individual and group supervision provided by their practicum supervisor. This course is restricted to students matriculated into the doctoral program in clinical psychology. Students take this course twice for two consecutive semesters.

Prerequisite(s): Take PSY-720

PSY-841 Professional Proseminar VIII: Professional Development (3 credits)

The Professional Proseminar VIII class will be the final class in a sequence of eight Proseminar classes (Professional Proseminars I-VIII). Students in the doctoral program in clinical psychology will be required to enroll in one section of Proseminar every Fall and Spring semester that they are enrolled in the program. The topics discussed and competencies gained in the series of Proseminar courses are developmentally sequenced to correspond to the students' level of training and their continued growth and development as a professional.

Prerequisite(s): Take PSY-831

PSY-910 Doctoral Internship (1-3 credits)

The doctoral internship or residency is a year-long sequenced course, which proceeds the successful completion of the four-year period of coursework and practicum experiences. This year-long sequenced course is equivalent to three semesters. This is a full-time clinical internship consisting of no less than 1,750 hours in a mental health setting approved by the APA-accredited internship training programs or approval from the PsyD program director. In this position students apply what they have learned in their practicum and coursework, and work under the supervision of licensed psychologists.

PSY-999 Psychology Elective (3 credits)

Course transfers in as a psychology core elective.