

# PSYCHOLOGY (PSY)

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## PSY 700 Psychotherapy I: Individual Approaches

A first course in psychological treatment designed to provide the student with an understanding of foundational knowledge and skills required for provision of effective evidence-based psychological treatment to individuals. Students will be exposed to the range of approaches to individual psychotherapy utilized in contemporary clinical practice, with particular attention and emphasis given to behavioral, cognitive-behavioral, and other empirically supported models of psychotherapy. Issues of diversity in clinical practice will be considered throughout.

## PSY 701 Biological Bases of Behavior

This course will focus on an examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. The course will examine basic aspects of functional neuro-anatomy and brain-behavior relationships. Models of mind, consciousness, and cortical functioning will also be explored.

## PSY 702 Foundations of Psychotherapy: Mechanisms of Change and the Therapeutic Process

A clinical skills course that will examine psychotherapy as a change agent. The empirical foundations of psychotherapy will be addressed with an emphasis on practice implications of current therapy research on readiness for change, efficacy, and effectiveness, client-therapist variables, and the therapeutic relationship. In addition, consideration will be given to issues relating to matching clients to therapy type, as well as the theoretical, empirical, and practical consideration of essential mechanisms of change in psychotherapy. The role of spirituality and its impact on the therapeutic process will also be addressed.

## PSY 703 Human Behavior IV: Social Bases

An examination of the theories and research in social psychology with particular reference to multicultural issues and their relevance to mental health models and psychological practice.

## PSY 704 Psychopathology I: Adult Psychopathology

This course will explore the major categories of adult psychological disorders. Theory and research regarding symptomatology, etiology, maintaining factors, and diagnostic issues will be examined in detail. Students will receive an introduction to the use of the DSM-IV.

## PSY 705 Psychotherapy II: Group and Systemic Approaches

A continuation of PSY 700 with the course focus being on those intervention models and techniques appropriate for working with groups, couples, and families. While students will be exposed to a wide variety of intervention approaches seen in contemporary clinical practice, the course will emphasize those models having demonstrated empirical support. Prerequisite(s): PSY 700

## PSY 706 Interviewing and Psychotherapy Laboratory

A laboratory course designed to develop basic diagnostic and interviewing proficiency. In addition, basic relational and intervention skills essential to establishing an effective therapeutic alliance and promoting behavioral change will be discussed and practiced.

## PSY 707 Psychopathology II: Child and Adolescent Psychopathology

A second course in psychopathology looking at psychological disorders found in childhood and adolescence. Issues of etiology, symptomatology, diagnosis, prevention, treatment and impact on systems over the life span will be discussed. Emphasis will be placed on contemporary issues and diversity. Students will be introduced to the DSM and related diagnostic systems for disorders of childhood and adolescence. Prerequisite(s): PSY 704

## PSY 708 Human Behavior I: Developmental Bases

This course examines how developmental pathways are shaped by the interaction of biological (e.g., genetics) and environmental factors. We explore various theoretical frameworks for the study of development, with an eye toward those that have received empirical support. Particular attention is paid to the ways that developmental processes are similar and dissimilar across various sociocultural groups, and to the clinical implications of such processes.

## PSY 709 Psychological Assessment I: Cognitive Assessment

This course provides students with basic competencies in the selection, administration, scoring, and interpretation of individually administered tests of intelligence and achievement. The Wechsler scales will be highlighted. Issues of theory, research, clinical utility, and ethics are addressed. Special attention will be given to issues relating to culturally sensitive assessment methodology. Corequisite(s): PSY 770

## PSY 710 Psychological Assessment III: Integrative Assessment Battery

This course will provide for focused study and experience integrating psychological tests and test batteries. Particular focus will be on writing professional reports specific to a variety of clinical settings and in cross-validating psychological assessment results with interview and other available data. Prerequisite(s): PSY 709 and 730

## PSY 711 Human Diversity

This course will provide students with the knowledge needed to be clinically sensitive therapists able to work with a range of individuals from diverse backgrounds. This course has two parts: 1) multicultural diversity and 2) individual diversity. In the first part of the course, we will cover cultural differences and how they relate to the diagnosis of psychopathology and what we consider "normal" versus "abnormal." We will explore how cultures differ on important clinical issues such as violence, suicide, expression of emotions, and childrearing, among many others. Practical implications, the APA's guidelines for multicultural competency, and some multicultural therapy approaches will be presented. The second part of the course will be a discussion of the other ways individuals are diverse and therefore can be treated unfairly in our society. We will spend time examining society's acceptance, views, and treatment of individuals who are considered diverse, or would be considered minorities, because of their gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions. Our role as psychologists in assisting those in need and the importance of social activism will be explored. Practical implications for successful therapy with diverse individuals will be discussed. Finally, we will discuss the importance of therapists' acknowledgment of their own biases and how these biases can influence the therapeutic process if not addressed.

## PSY 713 Human Behavior II: Cognitive Psychology

This course provides students with the empirical and theoretical foundations of contemporary cognitive psychology. Topics include attention, perception, memory, knowledge representation, and structure, consciousness and metacognition, imagery, language, reasoning, decision making, and emotion. Attention will also be given to how cognitive processes may change with aging, be compromised in certain disorders, or vary within gender and culturally diverse groups.

**PSY 714 Human Behavior III: Personality and Individual Differences**

This course will involve an exploration of historical and contemporary models for understanding human personality. The focus in this course will be an in-depth examination of the range of major theoretical models that explain and describe human behavior and differences between individuals. Socio-cultural differences in behavior will be given careful attention throughout the course. Attention to both categorical and dimensional models of personality will be examined. In addition, the application of personality theories and research in clinical assessment and psychotherapy will be addressed; in particular, there will be a detailed exploration of personality disorders in terms of both DSM-IV-TR diagnostic criteria and underlying psychopathology.

**PSY 719 Psychological Assessment of Children and Adolescents**

This is a skills course in which the student will become familiar with psychological assessment principles, tools, and practice with children and adolescents. The student will be given training in the selection, administration, scoring, and interpretation of a variety of measures appropriate to children and adolescents. Students will then learn procedures for effectively utilizing these measures with the individual assessed, family, school, and other significant elements of the child's world. Prerequisite(s): PSY 709 and 730

**PSY 720 Psychological Assessment of Children and Adolescents II**

This course is a continuation of PSY 719 in which the student will extend their knowledge, proficiencies, and skills in psychological assessment with this population. This is an Independent Study that runs pending faculty availability and program director approval. Prerequisite(s): PSY 719

**PSY 724 History and Systems of Psychology**

This course provides the student with knowledge about and understanding of the development of psychology as a science and profession. Three general topic areas are examined: psychology's historical roots in philosophy, natural science, and national cultures; the work of the early psychologists; and the development of various "systems" or "schools" of psychology in the 20th century.

**PSY 730 Psychological Assessment II: Personality and Behavioral Assessment/Objective Methods**

This course will focus on theory and practice of personality and behavioral assessment. The student will be given training in the administration, scoring, and interpretation of several of the more widely used measures of personality and behavioral/emotional functioning (MMPI-II, MMPI-II-RF, MMPI-A, PAI, MCMI-III, BDI, etc.). Ethical and cultural issues related to this approach to assessment will also be highlighted. Prerequisite(s): PSY 709

**PSY 740 Advanced Cognitive Behavior Therapy: Theory and Application**

This course is intended to provide the historical development, theoretical rationale, and the empirical base for rationalist, constructivist, and contextual approaches to cognitive behavioral therapy. Contemporary approaches to cognitive behavioral psychotherapy will be discussed in terms of its efficacy in the treatment of a wide range of psychological disorders and with diverse populations. Issues relating to psychotherapy integration and treatment of diverse populations will also be covered in this class. Prerequisite(s): PSY 700

**PSY 741 Advanced Seminar in Psychotherapy and Clinical Practice**

This is an advanced seminar exploring issues in psychotherapy and the contemporary practice of clinical psychology. Focal topics will be announced and resource speakers with expertise in those areas will be invited to participate. Disciplined and thorough literature reviews will be stressed. Prerequisite(s): PSY 740

**PSY 750 Psychopharmacology**

A study of how psychoactive drugs impact human behavior. Emphasis will be on how selected drugs interact with neurotransmitter systems and how neurotransmitter systems modulate behavior. Particular reference will be made to reaction of central nervous system to chemically effective drugs (anti-anxiety, anti-depressant, anti-psychotic). Indications and contraindications will be stressed as well as management strategies. Prerequisite(s): PSY 701

**PSY 751 Clinical Health Psychology I: Introduction to Behavioral Health**

Clinical Health Psychology I is a graduate-level course that will provide doctoral students with a foundation of clinical health psychology and behavioral medicine. First, the most widely studied and empirically supported theories of health behaviors will be introduced in relation to behavioral risk factors. Next, we will focus on assessment and treatment of the primary behavioral problems encountered within behavioral medicine, which include sleep disorders, sexual dysfunction, high-risk sexual behaviors, obesity, eating disorders, chronic pain, substance abuse/ dependency, and tobacco addiction.

**PSY 752 Clinical Health Psychology II: Working with Medically Ill Populations**

This course will build on the foundation provided by Clinical Health Psychology I. Clinical Health Psychology II is a graduate-level course that will provide doctoral students with an in-depth look at working in medical settings. We will cover working in primary care and working in specific populations such as cancer. We will discuss the practical side of setting up behavioral consultation services in medicine and specific issues related to various diseases seen in primary care as well as cancer, and we will also integrate issues that have been found to be important when working within primary care or oncology. We will discuss the medical field, medical professionals, patient perspectives in health care, and communications between health-care providers and patients. Finally, we will use case examples in discussing disease processes and clinical therapy interventions. Prerequisite(s): PSY 751

**PSY 753 Pediatric Psychology**

This course will provide an overview of theory, research, and professional practice in pediatric psychology. The course will review medical and behavioral aspects of the most common chronic pediatric illnesses, theories explaining the etiology and maintenance of behavioral aspects of pediatric illness, and considerations for psychological assessment and intervention in areas such as adherence to medical interventions, emotional difficulties related to chronic illness, and coping with medical procedures. Course content will also include discussion about the evolving role of psychologists in pediatric settings.

**PSY 757 Neuropsychology I: Fundamentals of Neuropsychological Assessment**

An introduction to neuropsychological assessment techniques. Interview-based and psychometric approaches will be examined. The course will emphasize the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. The relationship between neuropsychological assessment techniques and procedures and brain-behavior relationships will be highlighted. Prerequisite(s): PSY 701 Corequisite(s): PSY 701

**PSY 758 Neuropsychology II: Administration and Interpretation of Comprehensive Batteries**

The role of the comprehensive neuropsychological assessment procedures in the evaluation of neurobehavioral disorders is explored. Comprehensive batteries, including the Halstead-Reitan and the Luria-Nebraska, will be employed, as well as general use batteries, batteries for assessing specific disorders (e.g. dementia, CVA, etc.), and Lezak's patient-oriented hypothesis-testing model. Both psychometric and qualitative aspects of the assessment process will be explored along with the selection and use of appropriate normative comparison standards. This is an Independent Study that runs pending faculty availability and program director approval. Prerequisite(s): PSY 757

**PSY 762 Advanced Seminar in Clinical Child and Family Psychology**

An advanced seminar on issues of theory and practice in contemporary child-clinical and family psychology. This seminar focuses on in-depth analysis of modern issues impacting child and family psychology, including the practical application of empirically supported treatments and discussions of present-day debates. This seminar is designed to extend the student's knowledge of basic principles and theories beyond the classroom and carefully consider how these translate to real-life situations. Disciplined and thorough literature reviews will be stressed.

**PSY 765 Child and Adolescent Psychotherapy**

An advanced course focusing on issues of theory and practice in child and adolescent psychotherapy. The focus of study will be on those interventions with demonstrated empirical support. Both individual and systemic approaches will be carefully examined and considered. Special attention will be given to issues of diversity and its impact on working with children, adolescents, and their families.

**PSY 766 Working with Families in Clinical Psychology**

This course is designed to provide clinical psychology students with an understanding of the major concepts in the field of family therapy, as well as a comprehensive overview of systems approaches. The course will provide a thorough examination of the classic schools of family therapy and an overview of recent developments in the field. The 'intra'-personal, 'inter'-personal and 'inter'-systemic dimensions of diagnosis and treatment will be explored. The concepts of family of origin, family functioning, structure, strength, and narratives will be studied. The ethical considerations in treating a family, a couple or an individual will also be explored, examined, and discussed.

**PSY 770 Psychological Measurement and Statistical Analysis**

Students will be introduced to fundamental principles and concepts of measurement theory. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project. Students will be introduced to fundamental principles and concepts of measurement theory, including reliability, validity, standard error of measurement, and correlation. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

**PSY 771 Research Methodology**

The focus of this course will be upon developing an understanding of research design and development of those skills necessary for the implementation of a research project. In particular, students will develop and have an understanding of issues, concepts, and procedures in clinical efficacy and effectiveness research. Prerequisite(s): PSY 770

**PSY 772 Psychometrics and Advanced Research Methods Topics**

This course is designed to provide an in-depth understanding of psychometric theory and its applications in practice and research. The course will cover the principles and methods of psychometric measurement, including test construction, reliability, validity, factor analysis, item response theory, and classical test theory, and advance research methods topics including path analysis, and structural equation modeling.

**PSY 779 Special Topics**

**PSY 782 Doctoral Practicum I/ Practicum Seminar I**

The first of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

**PSY 783 Doctoral Practicum I/ Practicum Seminar I**

The first of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

**PSY 784 Consultation and Education**

Designed to prepare students for the role of psychologist consultant and educator, this course will pay particular attention to the dynamics of working with groups and organizations in a variety of settings and making effective interventions at a systemic level. In addition, education in psychology, with an emphasis on Core curriculum and competencies, historical developments, and future directions will be thoroughly explored.

**PSY 785 Introduction to Professional Practice, Ethics and Conduct**

This course includes didactic and discussion components and focuses on issues important to professionals about to enter the field, including an orientation to modern clinical psychology, an introduction to ethical and legal issues, and trends in professional education and practice.

**PSY 787 Supervision and Management**

This course will stress the supervisory and case management roles and the student's ability to be a leader and catalyst in these processes. Furthermore, practice development and economic issues in clinical psychology are explored. The student should have completed the first practicum before enrolling in this course.

**PSY 788 Doctoral Practicum II/Practicum Seminar II**

The second of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

**PSY 789 Doctoral Practicum II/Practicum Seminar II**

The second of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

**PSY 790 Special Topics**

**PSY 792 Professional Ethics**

An examination of professional and ethical issues, with particular reference to the everyday issues of practice. The student will be encouraged to develop a "critically examined" personal style and stance with which to address these issues. The class focus will be on the development of an understanding and a working knowledge of the American Psychological Association Code of Ethical Conduct and relevant State of Pennsylvania Laws and Statutes.

**PSY 794 Doctoral Practicum III/Practicum Seminar III (Optional)**

The third optional externship in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

**PSY 795 Doctoral Practicum III/Practicum Seminar III (Optional)**

The third optional externship in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

**PSY 796 Doctoral Practicum IV****PSY 797 Practicum IV****PSY 800 Full-Time Clinical Internship**

One-year, full-time internship in an approved facility. Continuous registration over three semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details. Restriction(s): With Permission of Director of Clinical Training

**PSY 801 Full-Time Clinical Internship**

One-year, full-time internship in an approved facility. Continuous registration over three semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details. Restriction(s): With Permission of Director of Clinical Training

**PSY 802 Full-Time Clinical Internship**

One-year, full-time internship in an approved facility. Continuous registration over three semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details. Restriction(s): With Permission of Director of Clinical Training

**PSY 850 Special Topics****PSY 851 Special Topics: Assess & Stats****PSY 852 Special Topics****PSY 853 Special Topics****PSY 860 Dissertation Project Advancement**

This 1-credit independent study will provide expert mentoring to a student from her/his Chair for accomplishing the tasks necessary to complete her/his dissertation proposal or final dissertation document and successfully defend it. Course materials may include readings, data-analysis software, or other research software platforms.

**PSY 861 Diagnostic Interviewing**

This 1-credit independent study focuses on the refinement of diagnostic interviewing competencies. The independent study is taught by a clinical faculty member. Course materials may include readings, additional training cases at LUCPS, or other specified training experiences.

**PSY 862 Treatment Planning and Implementation**

This 1-credit independent study focuses on the refinement of treatment planning and implementation competencies. The independent study is taught by a clinical faculty member. Course materials may include readings, additional training cases at LUCPS, or other specified training experiences.

**PSY 870 Part-Time Clinical Internship**

Two-year, part-time internship in an approved facility. Continuous registration over six semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details. Restriction(s): With Permission of Director of Clinical Training

**PSY 871 Part-Time Clinical Internship**

Two-year, part-time internship in an approved facility. Continuous registration over six semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details. Restriction(s): With Permission of Director of Clinical Training

**PSY 872 Part-Time Clinical Internship**

Two-year, part-time internship in an approved facility. Continuous registration over six semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details. Restriction(s): With Permission of Director of Clinical Training

**PSY 873 Part-Time Clinical Internship**

Two-year, part-time internship in an approved facility. Continuous registration over six semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details. Restriction(s): With Permission of Director of Clinical Training

**PSY 874 Part-Time Clinical Internship**

Two-year, part-time internship in an approved facility. Continuous registration over six semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details. Restriction(s): With Permission of Director of Clinical Training

**PSY 875 Part-Time Clinical Internship**

Two-year, part-time internship in an approved facility. Continuous registration over six semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details. Restriction(s): With Permission of Director of Clinical Training

**PSY 882 Clinical Dissertation Seminar I**

This seminar introduces students to the first step in the clinical dissertation process: developing a research topic in conjunction with securing a dissertation Chair and Committee. Students will learn how to conduct a preliminary literature search, effective methods for managing and organizing information obtained, and strategies for developing proposal introductions. They will identify the general type of research method they will employ for their projects. Prerequisite(s): PSY 771

**PSY 883 Clinical Dissertation Seminar II**

In this seminar students continue the clinical dissertation process by refining their research topics, specifying their research questions or hypotheses, and developing the research methods for their projects. Students will write drafts of their Introduction and Methods sections of their dissertation proposals, outline their Discussion sections, and create drafts of Powerpoint presentations of their projects. Prerequisite(s): PSY 882

**PSY 884 Clinical Dissertation Seminar III**

In this seminar students continue the clinical dissertation process. Students will complete all sections of their dissertation proposals and IRB applications (if applicable), present their proposals to the class, and defend their proposals to their dissertation committees. After IRB approval, students will begin executing their projects, which may include recruiting research subjects, data collection, data entry, data checking and cleaning, or data analyses. Prerequisite(s): PSY 883

**PSY 885 Clinical Dissertation Seminar IV**

In this seminar students continue the clinical dissertation process. Students will complete any remaining research subject recruitment, data collection, data analyses, and write the results and discussion sections of their dissertation manuscripts. Complete dissertation manuscripts will be edited regarding compliance with journal article reporting standards. Students' final task in the dissertation seminar sequence is preparation of a Powerpoint file to be presented to their dissertation committees as part of their final oral dissertation defense. Prerequisite(s): PSY 884

**PSY 886 Clinical Dissertation Seminar V**

This seminar is for students who have not completed the dissertation process. Their tasks may include completion of research subject recruitment, data collection, data analyses, or writing the results or discussion sections of their dissertation manuscripts. Complete dissertation manuscripts will be edited regarding compliance with journal article reporting standards. Students' final task in the dissertation seminar sequence is preparation of a Powerpoint file to be presented to their dissertation committees as part of their final oral dissertation defense. Prerequisite(s): PSY 885

**PSY 888 Clinical Dissertation Sem VII**

Continuation course for students who have not completed the dissertation.