

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY (PSY.D.)

Program Description

The APA-accredited program leading to the Doctor of Psychology (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in either psychology or a related field, or for those students who hold a master's degree in a mental health discipline. It is a five-year, full-time program that has a partial part-time option, which allows two levels of the program to be completed over four calendar years for a maximum timeframe of seven years from entry to degree completion. The program follows the practitioner-scholar model of training clinical psychologists, and, as such, an intensive integration of theory, research, and practice is stressed throughout the entire course of study. The program requires the completion of a practicum progression and a full-year clinical internship. It also requires the completion of the Clinical Dissertation, a qualitative or quantitative research project that addresses an important original question of relevance to the practice of clinical psychology. The program emphasizes the integration of science and practice, actively promotes an evidence-based approach to the practice of clinical psychology, and acknowledges and incorporates issues of human diversity throughout the curriculum. The program offers three areas of concentrated study for students with particular career interests:

1. General Clinical Practice,
2. Child Clinical Psychology, and
3. Clinical Health Psychology.

Mission

La Salle University's Psy.D. Program in Clinical Psychology strives to educate and train students in the science and practice of clinical psychology so that they may function effectively in a variety of professional psychology roles including, but not limited to, psychotherapy, psychological assessment, and clinical research. The program is based on the practitioner-scholar model of professional training and emphasizes a cognitive-behavioral theoretical orientation. Evidence-based practice, psychological science, psychological theory, ethics and professional standards, and sensitivity to and awareness of diversity and individual differences are embedded throughout the curriculum.

Program Specific Information

Accreditation

The Psy.D. Program in Clinical Psychology is accredited by the American Psychological Association. For general information about APA accreditation or specific information about the accreditation status of the Psy.D. Program at La Salle University, please contact:

Jaqueline Remondet Wall, Ph.D.
Director, Office of Program Consultation and Accreditation
Associate Executive Director, Education Directorate
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(202) 572-3037

Visit the Web site at: <https://accreditation.apa.org>

Degree Requirements

Students earn a Master of Arts degree in Clinical Psychology after successfully completing Level I and Level II courses and passing Part I of the Comprehensive Examination.

Upon satisfactory evaluation by the faculty, the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

- 114 graduate credits of course work as designated.
- The Comprehensive Examination, Parts I and II (See Student Handbook for details)
- The Practicum Progression
- The Clinical Internship
- The Clinical Dissertation

Admission Requirements

The program is seeking applicants who have the academic, personal and professional qualifications that would make them outstanding prospects toward becoming ethically sensitive, well-informed, and highly competent practitioners. They should possess high academic aptitude and a demonstrable pattern of interest and personal qualifications that would enable them to function effectively in working with problems of individuals, families, and social systems. Applicants with a bachelor's degree and excellent undergraduate credentials or a master's degree in psychology or a related mental-health discipline will be given full consideration. The deadline for the completed Psy.D. application, and all required supporting documents, is December 4, 2023 11:59 EST. Any application materials received after December 4 will not be considered.

To be accepted for admission to the program, a candidate must:

- Complete the Application for Admission which may be accessed at <https://www.lasalle.edu/grad/apply/>. It is recommended that the application is submitted before arranging to have transcripts and test scores mailed to La Salle University.
- Provide evidence of an earned baccalaureate degree from an accredited institution with a major in psychology or a related discipline. Those entering with a B.A. must have a minimum grade-point-average of 3.0 on a 4.0 scale; those with an M.A., a 3.2. Competitive applicants have a 3.5 GPA or higher. The record should show the completion of 15 hours in psychology with particular reference to General Psychology, Developmental Psychology, Personality, Statistics, Methodology and Tests and Measurements (Students lacking these required courses will be required to complete them prior to matriculation).
- Provide official transcripts from the institutions of higher education showing all undergraduate and previous graduate study.
- Provide acceptable scores on the Verbal Reasoning, Quantitative Reasoning, and Analytical Writing sections of the Graduate Record Examination (GRE). These are used in combination with grades and professional experience to inform admission decisions. Minimum scores of 148 on both the Verbal Reasoning and Quantitative Reasoning sections of the GRE are strongly recommended. Our Institution Code is R2363. For more information please go to www.gre.org (<http://www.gre.org>). **Note: The GRE requirement will be waived for applications for the 2024-2025 academic year, which are due DECEMBER 4, 2023.**

- Foreign students must present an acceptable TOEFL score and all international academic credentials must be reviewed by World Education Services (wes.org (<http://www.wes.org>)).
- Provide three letters of recommendation from professors or supervisors familiar with the academic/professional and personal qualifications of the applicant. Letters of recommendation from on-line services are not acceptable. When you are completing the online application, you will be sending an email request to your recommenders that will ask them to complete and upload their letter of recommendation. You should arrange for your recommenders in advance of beginning your application.
- Provide a current Curriculum Vitae (this will be uploaded with the application).
- Provide a personal statement (double-spaced, not to exceed two pages) that describes all of the following: why you want to pursue a Psy.D.; why La Salle's program is a good fit with your career goals (mention specific faculty expertise if applicable); your experience working with clinical populations; your experience conducting research; and your interest in and experience working with the community and historically underserved and/or marginalized populations (can include but is not limited to low SES, rural populations, ethnic/racial minorities, LGBT populations, immigrant families, individuals with disabilities or chronic illness, service learning). (this will be uploaded with the application).
- All finalists are required to attend a personal interview.

Please refer to the University's Nondiscrimination Policy in the General Reference section of this catalog. Admission is based solely upon applicant's qualifications.

The Application for Admission may be completed online. Personal statements and CV's must be uploaded when completing the application. It is best to have these documents and the e-mail contact information for your three recommenders ready when you begin your application. It is recommended that the application be submitted before arranging to have transcripts and test scores mailed to La Salle University.

Documents that are not uploaded, such as transcripts and test scores should be sent directly from the institution or testing service to the following address:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Degree or Certificate Earned

M.A., Clinical Psychology, Psy.D., Clinical Psychology

Required for Program Completion

- Courses
 - 25 core classes
 - 10 advanced electives
 - 4 dissertation seminars
 - 6 practicum seminars
- Credits
 - 114 credits

- GPA
 - Minimum GPA required throughout program.

Program Goals

- The preparation of practitioners of clinical psychology who understand the scientific body of knowledge that serves as the foundation of clinical practice.
- The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, core clinical skills essential for effective professional practice.
- The preparation of practitioners of clinical psychology who demonstrate an understanding of, and competency in, professional standards and ethics as well as the impact and importance of issues of cultural and individual diversity on clinical practice.
- The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, emerging and expanding roles for the professional psychologist.
- The preparation of practitioners of clinical psychology able to contribute to and utilize the existing body of knowledge and empirical findings in the science of psychology, to inform and enhance the applications of clinical psychology and to view the profession of clinical psychology as requiring life-long learning.

Student Learning Outcomes

At the completion of this program, the student should be able to do the following:

- demonstrate foundational knowledge of the theories as well as the empirical evidence supporting the theories of personality, social psychology, cognitive aspects of behavior, human development, biological aspects of behavior, and psychopathology;
- understand the history of psychology as it pertains to the development of these theories and their scientific foundations;
- develop effective professional relationships with the persons they serve as well as with professional colleagues and supervisors;
- conduct a diagnostic assessment;
- implement psychological interventions supported by the empirical literature;
- identify how individual differences and diversity impact psychological diagnosis and treatment;
- understand the APA code of ethics and how it is applied to clinical situations, and be able to critically evaluate ethical dilemmas in professional psychology;
- employ theories of clinical supervision in practice scenarios;
- identify how they use supervision when conducting diagnostic assessments and interventions as student clinicians;
- describe the value of professional consultation in general and as it is applied to specific clinical cases;
- understand the logic of statistical analysis, be able to conduct a variety of univariate and multivariate statistical techniques, understand research methods, be able to develop and implement a research study, know how to select appropriate statistical analyses for a particular research question, be aware of ethical considerations for conducting research, and know the basic elements of manuscript preparation for professional publication;
- evaluate scientific research in the selection and implementation of clinical interventions and utilize clinical data to inform diagnostic formulations and treatment plans.

Financial Aid

For financial aid information, please visit the Financial Aid website (<https://www.lasalle.edu/financialaid/>).

Other Financial Aid Resources

APA's Student Financial Aid Pages and Peterson's Web site contain information about how to finance your advanced degree, including loans, grants, employment on campus, and off-campus jobs.

Transfer Credit

The La Salle Psy.D. Program curriculum was thoughtfully and carefully designed in line with APA Standards of Accreditation. Ultimately our programmatic stance is that the doctoral degree you earned should reflect the learning you engaged in while at La Salle. That said, students who have completed graduate work in psychology or a closely related discipline, may apply for credit transfers. Transfers are granted in exceptional circumstances and typically only some courses are eligible for transfer. Social Psychology, Developmental Psychology, Psychopathology, Personality and Individual Differences, Cognitive Psychology, Psychological Measurement and Statistical Analysis and Research Methodology are the most commonly considered. In very rare cases, other courses may be considered for transfer but this will only be done at the discretion of the relevant teaching faculty and Program Director under unique circumstances. Clinical and intervention courses are almost never granted transfer approval. Credit may be awarded for previous coursework only if they meet the Program's equivalency criteria with regard to course content and competency level. Faculty will evaluate the syllabi/documentation submitted and transfer will only be considered if the previous course overlaps with the La Salle University course syllabus by 80%. Decisions in this regard will be made on a case-by-case basis. The absolute maximum number of courses transferred cannot exceed 18 credits of foundations coursework. Students must submit written request for transfer to the Program Director through the Administrative Assistant prior to August 1 of the year that they enroll in Level I and must include syllabi and any other supporting documentation. Course transfer approval does not exempt the student from needing to take the Foundations Exam at the end of Year 1 or from completing any other program milestones.

Tuition and Fees

Students may find the tuition and fee schedule on the Financial Aid website (<http://www.lasalle.edu/financialaid/undergraduate-tuition-and-fees/>).

Tuition Assistance

A limited amount of tuition-reduction funding is available for full-time students enrolled in the first level of the program. To qualify, students must contact the financial aid office and apply for federally funded work-study (through submission of a FAFSA form). While students do not have to accept an offer for work-study, this process allows the Psy.D. Program to verify financial need. Students who qualify for work-study thus also qualify for consideration for the limited tuition-reduction funding available in the first year of the program.

Academic Requirements

In its entirety, the program is 114 graduate credits—75 credits of required courses shared by all students, 12 credits specific to the chosen area of

concentration, 18 practicum credits (minimum), six dissertation credits (minimum), and nine clinical internship credits.

Students choose a concentrated area of study as they progress through the program. From a solid foundation in the basic competencies in clinical psychology, the program offers three concentrations: General Practice, Child Clinical Psychology, and Clinical Health Psychology. In each concentration area, the student is first provided with the essential foundation material upon which clinical practice is based, and then moves to sequential instruction and training in a range of assessment and intervention modes specific to the particular concentration. Students choosing to follow one of these concentrated areas of study will complete their Doctoral Practicum II in a site appropriate for their concentration and will complete their Clinical Dissertation in their chosen concentration. The program requires the completion of a practicum progression and full-year clinical internship (see Psy.D. Student Handbook for details).

Over the course of enrollment in the program, students are required to complete three years of practicum. One practicum includes externship, clinic team, and Practicum Seminars. Externship training typically involves two days of supervised clinical work for a 9-12 month period of time at an off-campus clinical training site. Clinic team includes a year-long rotation in the LUCPS Student Training Clinic under the supervision of program faculty. Practicum Seminar includes a 1-hour seminar class in which issues related to professional clinical development are discussed. The practicum progression is designed to provide the student with both depth and breadth of clinical training experience. Each student will be expected, over the course of study, to have experience with a range of roles, settings, populations, clients, clinical problems, and techniques. Students typically begin clinical practicum in the summer or fall after the Level I Academic Year.

There is a minimum requirement of 600 on-site training hours for the practicum experience per year (for a total of 1800 hours). Additionally, a minimum of 500 direct patient hours (intervention + assessment) are required to apply for internship.

The clinical internship is a one-year, full-time (or two-calendar-year, part-time) experience that may be undertaken after the student has successfully completed the first four levels of the program, including all practica and Comprehensive Examination Parts I and II, has successfully defended the Clinical Dissertation proposal, and has been approved by the clinical training committee. The clinical internship is an intensive training experience requiring 36 to 40 hours of service a week over one year or 18 to 20 hours a week over two years in a clinical setting. Detailed procedures and requirements for the clinical internship are provided in the Clinical Training Manual.

The program requires the completion of a Clinical Dissertation that addresses an important original question of relevance to the practice of psychology. It is a training experience designed to provide the student with a guided opportunity for integrating and interpreting findings from existing empirical research as well as designing and carrying out a project demonstrating scholarship in addressing a clinically relevant psychological issue.

Course Sequence

Effective Jan. 1, 2007, all APA-accredited programs must disclose education/training outcomes and information allowing for informed decision making to prospective doctoral students. This information can be found here (<https://www.lasalle.edu/doctor-of-psychology/>)

wp-content/uploads/sites/124/2019/08/2019-Stats-for-the-packet-7-16-19.pdf).

A typical course progression can be found here (<https://www.lasalle.edu/doctor-of-psychology/wp-content/uploads/sites/124/2020/05/course-sequence-may2020.pdf>).

Courses Required of All Students

(75 hours)

Code	Title	Credits
Courses Required of All Students		
PSY 700	Psychotherapy I: Individual Approaches	3
PSY 701	Biological Bases of Behavior	3
PSY 702	Foundations of Psychotherapy: Mechanisms of Change and the Therapeutic Process	3
PSY 703	Human Behavior IV: Social Bases	3
PSY 704	Psychopathology I: Adult Psychopathology	3
PSY 705	Psychotherapy II: Group and Systemic Approaches	3
PSY 706	Interviewing and Psychotherapy Laboratory	3
PSY 707	Psychopathology II: Child and Adolescent Psychopathology	3
PSY 708	Human Behavior I: Developmental Bases	3
PSY 709	Psychological Assessment I: Cognitive Assessment	3
PSY 710	Psychological Assessment III: Integrative Assessment Battery	3
PSY 711	Human Diversity	3
PSY 713	Human Behavior II: Cognitive Psychology	3
PSY 714	Human Behavior III: Personality and Individual Differences	3
PSY 724	History and Systems of Psychology	3
PSY 730	Psychological Assessment II: Personality and Behavioral Assessment/Objective Methods	3
PSY 740	Advanced Cognitive Behavior Therapy: Theory and Application	3
PSY 750	Psychopharmacology	3
PSY 766	Working with Families in Clinical Psychology	3
PSY 770	Psychological Measurement and Statistical Analysis	3
PSY 771	Research Methodology	3
PSY 772	Psychometrics & Adv Res Topics	1
PSY 784	Consultation and Education	3
PSY 785	Introduction to Professional Practice, Ethics and Conduct	3
PSY 787	Supervision and Management	3
Advanced Electives		
PSY 741	Advanced Seminar in Psychotherapy and Clinical Practice	3
PSY 719	Psychological Assessment of Children and Adolescents	3
PSY 753	Pediatric Psychology	3
PSY 762	Advanced Seminar in Clinical Child and Family Psychology	3
PSY 765	Child and Adolescent Psychotherapy	3

PSY 751	Clinical Health Psychology I: Introduction to Behavioral Health	3
PSY 752	Clinical Health Psychology II: Working with Medically Ill Populations	3
PSY 757	Neuropsychology I: Fundamentals of Neuropsychological Assessment	3
or PSY 753	Pediatric Psychology	
PSY 792	Professional Ethics	3
General Clinical Practice		
12 Credits		
PSY 741	Advanced Seminar in Psychotherapy & Clinical Practice	3
Clinical Elective		3
Clinical Elective		3
Child Clinical Psychology		
(12 credits)		
PSY 719	Psychological Assessment of Children and Adolescents I	3
PSY 753	Pediatric Psychology	3
PSY 762	Advanced Seminar in Clinical Child and Family Psychology	3
Clinical Health Psychology		
(12 credits)		
PSY 751	Clinical Health Psychology I	3
PSY 752	Clinical Health Psychology II	3
PSY 757	Neuropsychological Assessment I	3
or		
PSY 753	Pediatric Psychology	3
And		
Clinical Elective		3
Doctoral Practicum		
PSY 782	Doctoral Practicum I/ Practicum Seminar I	3
PSY 783	Doctoral Practicum I/ Practicum Seminar I	3
PSY 788	Doctoral Practicum II/Practicum Seminar II	3
PSY 789	Doctoral Practicum II/Practicum Seminar II	3
PSY 794	Doctoral Practicum III/Practicum Seminar III (Optional) (Optional)	3
PSY 795	Doctoral Practicum III/Practicum Seminar III (Optional) (Optional)	3
Clinical Dissertation		
PSY 882	Clinical Dissertation Seminar I	1
PSY 883	Clinical Dissertation Seminar II	2
PSY 884	Clinical Dissertation Seminar III	2
PSY 885	Clinical Dissertation Seminar IV	1
PSY 888	Clinical Dissertation Sem VII (if necessary)	1
Clinical Internship		
Complete 9 hours of Clinical Internship		9
<i>Full Time</i>		
PSY 800	Full-Time Clinical Internship	
PSY 801	Full-Time Clinical Internship	
PSY 802	Full-Time Clinical Internship	
<i>Part Time</i>		
PSY 870	Part-Time Clinical Internship	
PSY 871	Part-Time Clinical Internship	
PSY 872	Part-Time Clinical Internship	
PSY 873	Part-Time Clinical Internship	

PSY 874	Part-Time Clinical Internship	
PSY 875	Part-Time Clinical Internship	
PSY 765	Child and Adolescent Psychotherapy	3

Course Descriptions

Psychology

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 & Adv Res 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.

Faculty

Program Director: Elizabeth Goetter, Ph.D.

Director of Clinical Training: Nataliya Zelikovsky, Ph.D.

Director, La Salle University Community Psychological Services: Kenneth Gold, Ph.D.

Director of Psy.D. Research and Dissertations: Sharon Armstrong, Ph.D.

Full Professors: Cardaciotto, Collins, Fingerhut, Zelikovsky

Associate Professors: Armstrong, Goetter, Montague, Moon, Roth

Assistant Professors: Howard

Core Adjunct Faculty (Instructors): Bowenschulte, Brooks, Dougherty, Fabius, Gold, Mattei, Rushworth, Virtue

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