

Clinical Psychology Doctoral Program

2006-2007 Academic Catalog

The Chicago School of Professional Psychology

DOCTOR OF PSYCHOLOGY, CLINICAL PSYCHOLOGY

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Doctor of Psychology, Clinical Psychology

The APA-accredited Clinical Psychology doctoral program bases its training on the practitioner-scholar model of education, integrating eight core competencies informed by the educational model of the National Council of Schools and Programs of Professional Psychology (NCSPP). Faculty are actively engaged in practice and scholarship, and incorporate a wide variety of clinical examples into classroom activities. Students learn through rigorous coursework, challenging practica, an integrative internship and an innovative, applicable dissertation. The program has been nationally recognized for its excellent training in culturally competent service provision and offers students a remarkably wide variety of training opportunities.

Admission Requirements

Application to The Chicago School's Doctoral programs is open to any person who has earned a bachelor's degree from an accredited institution. The school admits students whom it judges to possess sufficient academic aptitude, as well as the emotional and social maturity to function effectively as professional psychologists. Applicants will be judged on their overall ability to do graduate work. Factors considered in admission are: GPA from undergraduate and any graduate schools; Graduate Record Examinations (GRE) scores; successful work history after completion of the baccalaureate degree; essays; and, letters of recommendation from academic professors or supervisors from professional or volunteer experiences. Generally, an undergraduate GPA of a 3.2 or higher on a 4.0 scale is required for admission to the school's doctoral programs.

The Clinical Psychology program requires 18 semester (27 quarter) hours of psychology credit, including three specific courses (Statistics, Abnormal Psychology, and Child/Human Development) that must be completed prior to enrollment, with a grade earned of 'C' or better (please see the application for admission for detailed requirements by program). Based on the evaluation of these materials selected candidates may be invited to interview for further consideration of their application. Please see the application for detailed instructions and information regarding application requirements, application deadlines, and letters of recommendation. Applications must be submitted with a $50.00 (US) fee in order to be evaluated.

TOEFL, International Credentials, and International Students

TOEFL: If English is not your primary language, you must submit official TOEFL scores with your application (TOEFL School Code: 7161). International students who received a bachelor's degree from an accredited United States institution are exempt from this requirement.

International credentials: Applicants with international credentials must obtain and submit an official "course-by-course" evaluation through an evaluation agency such as World Education Services (www.wes.org) or Educational Credential Evaluators Inc. (www.ece.org). Students must have a U.S. equivalent bachelor's degree. In addition to the agency evaluation, all official graduate and undergraduate transcripts must be submitted.

International students: International students must have a completed application by the general consideration deadline. This will allow sufficient time to obtain the additional documentation required to study in the United States. In addition, once accepted, international students must supply documentation of financial support showing the ability to finance their education. An I-20 visa will not be issued without this documentation.

Applicant Notification

If, after initial review of all application materials and the Admission Committee so recommends, the candidate will be invited for an interview day with members of the faculty. Interviews are by invitation only and mandatory for full consideration.

Post interview, the candidate will be notified of the Admission Committee's decision regarding his or her application. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $500 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Policies

Transfer of Credit

Prior graduate course work, if within the area of study may be eligible for transfer or waiver of credit. Students accepted to the program may petition by submitting a "Petition for Transfer/Waiver of Credit"** and all required documentation. The decision to accept transfer credit is solely that of the school and reserves the right to require satisfactory performance on an examination before awarding a transfer of credit. Satisfactory completion of a competency examination is required before transfer of credit is awarded when the course in question has been taken more than five years prior to admission. No credit will be transferred for course work that is more than 10 years old. Transfer of credits is subject to the following conditions:

- A maximum of 21 semester hours of credit for course work completed prior to matriculation at The Chicago School may be transferred.
- Transferred course credit is restricted to graduate level courses from a recognized, regionally accredited, graduate degree granting institution.
- Transfer of credit is awarded only for required courses.
- Transfer of credit is not granted for clinical practicum or for internship.
- Transfer of credit is granted only for courses in which the grade obtained was a 'B' or higher.
- The school reserves the right to require satisfactory performance on an examination before awarding a transfer of credit. Satisfactory completion of a competency examination is required before transfer of credit is awarded for required clinical courses.
- The school normally may require satisfactory performance on a competency examination when the course in question has been taken more than five years prior to admission; transfer of credit cannot be granted for course work older than ten years.
- Each hour of credit accepted for transfer will be assessed a fee of $75 per credit hour.

**The Petition for Transfer of Credit form is available on the school website under "Student Services, Student & Academic Services Forms. Please submit all required documentation with each petition. Any credit approved for transfer will not be added to the student's academic record until after the second week of their first semester.

Waiver of Courses

An international student, who has completed an undergraduate course(s) that, in the judgment of the Program Director, is equivalent to a required course at The Chicago School, may apply for the course to be waived.

In addition, any student (domestic or international) with previous graduate course work who has already received the maximum transfer credit may request a waiver of additional course work to be completed at The Chicago School.

Students may seek a waiver for a total of 21 credit hours. Those seeking both a waiver and transfer of credit hours may not exceed a total of 30 credit hours. Waiver will not apply to undergraduate courses offered by U.S. educational institutions.

Residency Requirement

It is expected that students will fulfill all degree requirements through courses offered at The Chicago School. Under unusual circumstances, and subject to the approval of the Program Director, a student may be permitted to complete certain course requirements at another institution.

The Clinical program has an additional APA-mandated residency requirement as a condition for graduation. This requirement may be satisfied in either of the following ways:

1. Completion of two consecutive semesters of full-time study (11 credit hours or more).Excluding Summer semester, this may be either the Fall and following Spring semesters or the Spring and following Fall semesters.
2. Completion of 30 credit hours within one twelve-month period, including Summer semester.

Satisfactory Progress

Matriculated students must be continuously enrolled in the program until graduation; the program requires attendance during the Fall, Spring, and Summer semesters. Each student must take a minimum of 6 semester hours of course work in the Fall and Spring semesters and 3 semester hours in the Summer semester, unless the student has fewer than the required number of hours of course work remaining or is on an approved Leave of Absence. Satisfactory progress semester hours do not include waiver or transfer credit hours. A student must maintain satisfactory academic progress by complying with the following requirements:

Credit Hours per Year:

Clinical program students must complete, at minimum, 20 semester hours of credit each year during Fall, Spring, and Summer semesters.

Credit Hours per Semester:

Clinical program students must be enrolled for a minimum of 11 semester hours during Fall and Spring semesters and a minimum of five semester hours in Summer semester to be classified as full-time. All students must be enrolled for a minimum of six semester hours in the Fall and Spring semesters.

Program Length

- The Clinical program is five years in length.
- Students must complete all requirements within seven years.
- Students in the Clinical program with at least 12 semester hours of transferred graduate course work, an M.A. degree in psychology or a related field, or significant experience in the field may petition to accelerate the program to be completed in four years. Petitions are submitted to a student's advisor after the student has completed his or her first semester in the program.

Graduation Requirements

All requirements for the doctoral programs, including the Dissertation, are designed to be completed within the designated program length. Program duration may not exceed seven years. Students who meet the following requirements are eligible to graduate:

- Satisfactory completion of all program required credit hours
- Cumulative grade point average of 3.00 or higher
- Satisfactory completion of the Competency Exam
- Satisfactory completion of Internship(s)
- Successful defense of the Dissertation and submission of bindable copy

Additional Requirements for the Clinical Program:

- Satisfactory completion of four semesters of practica
- Cumulative PPE average of 2.7 or higher

The Program

Philosophy

The program has adopted the Practitioner-Scholar model and the NCSPP Core Competency model of training. These models are predicated on the belief that a competent practitioner must have both a broad knowledge of the scientific and theoretical principles in the clinical practice of psychology and the ability to apply that knowledge to specific clinical situations. The program does not advocate any single theoretical orientation. Rather, students receive an excellent generalist foundation in theory, conceptualization and technique, and then choose a theoretical orientation in which to specialize. Students are continually challenged to reflect on the art and craft of professional practice, as well as on its scientific basis.

Ethics

The Chicago School expects that all Clinical Psy.D. students will be knowledgeable of and adhere to the "APA Ethical Guidelines" as published by the American Psychological Association. In addition, no student shall obtain part-time or full-time employment that is beyond the scope of their cumulative training in the field of psychology. In accordance with Illinois state law, no student may serve under the title of "psychologist", "clinical psychologist" or any closely related title or job function, until granted an appropriate license by the state after the awarding of the doctoral degree. Students may, however, work as psychological assistants, researchers or technicians under the guidance, direction, and subordination of a professional psychologist, duly licensed or certified by the appropriate state agency.

A student shall not perform any function that exceeds his/her level of training. Students shall ensure that the appropriate malpractice insurance is in effect prior to their commencement of any clinical practice. In addition, a student may not establish or continue psychotherapy with any Faculty member under any circumstances or with any Adjunct Faculty member while registered in his or her course or while under his or her supervision. A student who fails to adhere to this policy or otherwise fails to demonstrate the appropriate ethics required for practice in the field of professional psychology is subject to discipline.

Program Objectives

1. To produce graduates who possess the scientific and theoretical knowledge base necessary for successful entry into the practice of professional psychology;
2. To produce graduates with strong clinical skills through graduated exposure to clients and clinical issues; and
3. To produce graduates who are informed, critical consumers of scholarship and who contribute to the profession in a scholarly manner.

Clinical Psy.D. Educational Model and Goals

The Clinical Psy.D. program bases its training on the Practitioner-Scholar model of psychology education. The Practitioner-Scholar model places primary emphasis on a student's development of the knowledge, skills and attitudes required to provide high quality, entry level, and clinical services to a range of clientele. The model also places a significant emphasis on the development of skills in the critical consumption, use and production of scholarship.

In the program, scholarship is broadly defined as a disciplined inquiry that satisfies intellectual curiosity, integrates the science and practice of psychology and constitutes a contribution to the knowledge base of the field. Scholarship is not equated solely with experimental research. Instead, scholarship can be generated through individual case studies, qualitative or quantitative research, theoretical or treatment methodology innovations, and program development and evaluation. The Clinical Psy.D. program envisions a reciprocal relationship between clinical practice and the use and production of scholarship. It is through the critical consumption of scholarship that practice is improved, and it is through innovative, high quality practice that scholarship is produced. The link between practice and scholarship creates an ongoing feedback loop of assessment, evaluation, and revision of the current knowledge base of the field. Within the program, scholarly contributions can be made through presentation, publication, advocacy efforts, evaluation, research, innovation in service delivery, and leadership in the profession or the community.

The program's model of education emphasizes the development of a strong generalist base in the knowledge, skills and attitudes of psychology. It is the expectation that the majority of specialization will occur in the later stages of a student's academic career during advanced training opportunities (i.e., advanced practicum or internship) or during post-doctoral experiences. The provision of a strong generalist base requires exposure to a broad range of theoretical orientations, treatment approaches, and client populations. The program does not endorse or require students to conceptualize clinical work through a particular theoretical orientation. Instead, it is believed that students will be most effective if exposed to a variety of theories, and assisted to identify and work through the theoretical orientation that best fits with their identity, beliefs regarding change and worldview. The Clinical Psy.D. program's model of education also views the incorporation of issues of individual and cultural difference as a required component of all learning activities. Cultural awareness and an appreciation for the impact of culture and privilege on human behavior are critical components in becoming an effective clinician with clients of different backgrounds.

The program articulates three primary goals: 1) to produce graduates who possess the scientific and theoretical knowledge base necessary for successful entry into the practice of professional psychology; 2) to produce graduates with strong clinical skills through graduated exposure to clients and clinical issues; and 3) to produce graduates who are informed, critical consumers of scholarship and who contribute to the profession in a scholarly manner.

Clinical Psy.D. Program Competencies

Under the umbrella of the Practitioner-Scholar model, the program organizes the knowledge, skills and attitudes necessary for high quality clinical practice into six primary and two secondary competencies. The National Council of Schools and Programs in Professional Psychology (NCSPP) Core Competency Model (McHolland, 1992) offers the foundation upon which the program based its own articulation of competency. The six primary competencies are: 1) relationship, 2) assessment, 3) intervention, 4) research and evaluation, 5) cultural and individual difference, and 6) ethical and professional behavior. The program has articulated two additional competencies, which include: 7) consultation/education and 8) management/supervision. Following are definitions of the Clinical Psy.D. competencies that are demonstrated in four key areas.

Scholarship

Research and Evaluation: Competency in research and evaluation is indicated by the ability to organize, synthesize and interpret scholarly information; the incorporation of scholarly findings into clinical practice; awareness of limits of certainty in different types of clinical and scientific inquiry; the ability to design and critique approaches to systematic inquiry; an understanding of foundational scientific knowledge in the field; and the recognition of scholarly knowledge production as a social, cultural and political process.

Consultation and Education: Competency in consultation and education is indicated by effective presentation skills and the ability to teach others through oral or written presentation of material; the ability to provide feedback regarding a client or system issue to multiple sources; an understanding of the means of facilitating and evaluating the growth of knowledge, skills and attitudes in a learner; effective peer consultation and constructive feedback; and the development of productive relationships with community helping networks.

Diversity

Cultural and Individual Differences: Competency in cultural/individual differences is evidenced by the ability to articulate one's personal culture and its impact on held values, relationships and worldview; an understanding of worldview, and the psychological impact of privilege, prejudice, oppression, culture and sociopolitical structures; the ability to differentiate between individual variation, characteristic variation across culture and pathology in development, attitudes and reactions; and appreciation for the impact of culture on the historical and philosophical foundations of psychology.

Professional Behavior & Ethics

Ethical and Professional Behavior: Competency in ethical and professional behavior is evidenced by the ability to apply ethical and professional standards to interactions with clients and with others (peers, supervisors, faculty, professionals in other disciplines, etc); socialization into the profession through advisement, modeling and education; an understanding of legal obligations that may or may not conflict with ethical guidelines; the development of skills in reflective practice and quality control; effective functioning in multiple professional roles; and a commitment to life-long learning.

Professional Practice

Relationship: Competency in relationship is indicated by the capacity to develop and maintain a constructive therapeutic alliance with clients and a constructive working alliance with others (including peers, faculty, supervisors, professionals in other disciplines, etc); openness to feedback and accurate self-reflection; an appreciation of the use of self in the therapeutic relationship; the development of empathy, respect for others and interpersonal relatedness; and an understanding of cultural values, worldview and history on cross cultural relationships.

Assessment: Assessment is conceptualized to include both formal and informal assessment activities. Competency in assessment is indicated by proficiency in the administration, scoring and interpretation of standard assessment tools; the collection and incorporation of information from multiple sources to inform decision making and diagnosis; effective clinical inference that links gathered data with resulting diagnosis and recommendations; effective communication of assessment results and recommendations; the identification and conceptualization of client strengths and limitations; and culturally sensitive choice of assessment tools or methods to constitute a battery.

Intervention: Competency in intervention is indicated by the ability to develop and present plausible formulations for understanding psychological phenomenon using theory; the use of theory to guide formulations regarding the conditions that create, maintain and change behavior or distress; effectively implement and revise treatment strategies; evaluate the effectiveness of a chosen intervention approach or strategy; recognize the limitations of theories as they relate to individual and system functioning and change; and adjust traditional models of treatment and treatment planning to better meet diverse clients' needs.

Management and Supervision: Competency in management and supervision is indicated by an understanding of the business aspects of psychological practice and the laws, standards and regulations that effect practice; effective use of and openness to supervision and professional review; the development of supervisory skills or skills in mental health administration; effective case management of clients; awareness of contemporary professional issues related to the regulation and practice of the field; and incorporation of scholarship into quality control procedures for professional practice.

Student Learning Assessment

To insure an effective and high quality educational experience, the Clinical Psy.D. faculty have developed a programmatic student learning assessment plan. The faculty systematically evaluates the achievement of student learning objectives through assessment tools and outcome measurements to inform future planning and to generate creative, responsive solutions to improve student learning. Data are gathered through practicum and internship evaluations, exit interviews, competency examination results, dissertation ratings, course-based work samples, grades and PPEs, etc. Data are gathered, analyzed and presented to the program for review. Based on summative and formative measurements, the program revises its student learning assessment plan, the curriculum, and the approach to learning in the classroom. Student learning assessment offers the program a critical opportunity to evaluate the effectiveness of the Clinical Psy.D.'s program of study and to develop innovative, student-focused learning environments.

To optimize the learning environment offered by the program, students are strongly encouraged to be active learners. Active student learners reflect on the conditions and activities that engage their learning style and work independently, with peers and with faculty, to enhance their learning in the classroom. Taking responsibility for their own learning, students participate in learning activities and exercises, contribute to the learning process and independently seek out resources to enhance their competence and mastery of the material.

Independent Practice

Consistent with training program goals, it is deemed inappropriate for doctoral students to engage in professional activities that may infringe upon a primary commitment to training, negatively affect quality of consumer mental health services, or are inconsistent with ethical and legal standards. Students' participation in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession. Engaging in independent practice in psychology is viewed as inconsistent with these training objectives and thus is viewed as inappropriate for doctoral level students.

The Illinois Clinical Psychology Licensing Act prohibits independent practice in clinical psychology by non-licensed individuals. Regardless of previous credentials, participation in a psychology training program indicates that the student is committed to developing a professional identity as a

psychologist and to developing professional skills within a psychological framework. The development of this identity occurs throughout the course of graduate level training. It is appropriate for graduate students, whatever their previous experience, to view themselves as psychologists-in-training.

A student may hold a valid license in another profession (e.g., Licensed Clinical Professional Counselor or Licensed Clinical Social Worker) or may obtain such a license during her/his training at The Chicago School. Such students may practice within the scope of their license consistent with the following:

- The demands of the practice in time or other resources must not jeopardize the student's primary commitment to training at in the program.
- The manner in which students hold themselves out to colleagues, clients and the public (e.g. marketing materials and reports of service) should not create a belief that the practice is under the auspices of or sanctioned by the school or that the practice is part of the school's training.

A student who fails to comply with the requirements of this section will be referred to the Program Director for intervention, disciplinary action, or referral of the matter to the Student Affairs Committee for disciplinary action.

Student Disclosure of Personal Information

Self-reflection, introspection and an ability to examine personal reactions to clinical material are considered critical skills in student development. Students will be required to examine their personal reactions and the impact of their personal histories on the clinical services they are training to provide. Students will not be required to disclose personal information related to sexual history, history of abuse or neglect, personal psychotherapy or in-depth information regarding intimate relationships in course or program related activities.

Independent Study

Independent Study hours are reserved for topic areas not covered in the standard curriculum. A maximum of 3 Independent Study hours can be credited toward the required degree credit hours. If a student opts to take more than a total of 3 Independent Study hours, only 3 semester hours may be credited toward the degree while any additional hours will not apply toward degree requirements.

Students, who wish to complete an Independent study course, should complete an Independent Study Request form available the Clinical Psy.D. Program Director, for approval.

Program Acceleration

Students with transferred graduate coursework or significant experience in the field may petition to accelerate the program for completion in four years. Petitions are submitted to a students' advisor after the student has completed his or her first semester in the program. Students with transferred graduate coursework, an M.A. degree in psychology or a related area or significant experience in the field may petition the faculty to accelerate the program for completion in four years. To petition for acceleration the following criteria must be met:

1. The student must be enrolled full time
2. The student may not obtain any grade below A- prior to petitioning, and
3. The student must meet at least one of the following conditions
    a. A minimum of two years full time work in the field of psychology
    b. An MA degree in psychology or related clinically focused area, or
    c. Successful transfer / waiver of at least 12 semester hours of required coursework.

Students wishing to accelerate should consult with their advisor following their first completed semester and submit a written request to their advisor that includes a description of their qualifications. Advisors will present requests to accelerate to the faculty at Student Reviews. Faculty will make a determination regarding each student's request. Students will be notified of the results.

Academic Progression

All Clinical Psy.D. Students must complete, at minimum, 20 semester hour credits each academic year during their first 3 years of study. Minimum semester hours per year requirements do not apply to students on internship or students who have successfully completed internship. Given the minimum semester hours in which a student must be enrolled to be making satisfactory progression, a Clinical Psy.D. student will typically be approved to apply for internship during her or his fourth year of enrollment.

Earning a Master of Arts in Clinical Psychology

A Master of Arts degree in clinical psychology is awarded following the successful completion of 48 semester hours of required coursework, including two semesters of practica at the end of a student's full time second year. At the beginning of the semester in which a student expects to be eligible for the Masters degree, he or she is required to submit a Petition for Program Completion form to the Office of Academic Records. The petition is a request to conduct an audit to determine eligibility for the degree. Students who meet the requirements are eligible to participate in the next scheduled commencement. All students who file a Petition for Program Completion form will be charged a fee.

Professional Development Group and Advisor Assignment

All students are required to enroll in a Professional Development Group during their first two semesters in the program. A student's Professional Development Group faculty member automatically becomes her/his advisor. Students maintain the same advisor during their first year in the program, but may request a new advisor after that time.

Grading and Performance Feedback

Grades are assigned in all courses and students can review course grades on-line. Course grades assist the school, the student and the student's advisor to monitor the student's progress and mastery of material deemed necessary by the faculty to become proficient and competent psychologists. Students receive a letter grade, a Professional Performance Evaluation (PPE) rating, and faculty comments.

The PPE is comprised of a four-point scale (0-3) to rate a student's level of professional development and a checklist to identify specific areas of concern or excellence. The PPE scale effectively identifies students in need of academic development early in the program and allows faculty to draw professional development issues to a student's attention. If a student's GPA or PPE falls below acceptable levels, students are referred to their Faculty Advisor or Program Director for academic development planning.

Once each semester, the faculty meets to review student progress at a Student Review meeting. At Student Reviews, the Faculty Advisor summarizes a student's progress through the program to date. Other Faculty can elaborate on their contact with the student, expressing concerns or articulating areas of strength. Student Review feedback offers students a comprehensive picture of their performance and learning. In Student Reviews, Faculty Advisors document feedback for each of their advisees; the Program Director forwards copies of the feedback to the student, the academic file and, if a concern was raised, to the Advisor.

Clinical Psy.D.. students are required to repeat any required courses in which they receive a grade below B-. Although permitted to do so, it is not mandatory for students to repeat elective courses in which they are awarded a grade below B-; however, no course, elective or required, with a grade below B- will count towards graduation requirements. No course in which a student receives a grade of B- or above may be retaken.

Professional Performance Evaluation (PPE) Requirements

A cumulative or semester PPE below 2.7 is considered a serious academic concern and may result in action up to and including placement on Academic Watch, referral to the Student Affairs or Training Committee, placement on Academic Warning/Probation, or dismissal. The Program Director and advisor will be notified when students receive a cumulative or semester PPE below 2.7.

Practicum

The practicum is an integral component of clinical training. It provides a closely supervised clinical experience in which students use the knowledge obtained in the classroom to understand their clients and to develop skills in assessment, psychotherapy and other discipline related areas. As such, the practicum serves to integrate the theoretical and practical aspects of the education of the professional psychologist. It allows students to become familiar with professional collaboration and consultation in a clinical setting.

Four semesters of practicum training are required. An additional advanced practicum is optional although strongly recommended for students with limited clinical experience, students pursuing specialized training (e.g., Neuropsychology), and students requiring additional supervised training in either assessment and or psychotherapy. The first two-semester practicum sequence is primarily devoted to training in psychological assessment. The second two-semester sequence is primarily devoted to training in psychotherapy.

The Director of Placement and Training awards grades for practica based on the evaluation of the site supervisor, the student's performance in Practica Seminars, the completion of the required practicum hours and the submission of all forms to the Office of Placement and Training. Dismissal from a practicum is considered extremely serious and will result in automatic referral to the Training Committee and may result in dismissal from the school.

Permission to Apply to Practicum

Students must express their intent to apply for each practicum. Faculty, during Student Review Meetings, will review each student's progress in the program, determining which students have met the necessary requirements to apply to practicum. Students will be reviewed in Spring for permission to apply. Students approved to apply to Assessment Practicum will be reviewed in Summer (following the completion of the final prerequisite) for final permission to proceed to Assessment Practicum.

Internship

All students are required to complete an Internship following the completion of all coursework, practicum, and dissertation requirements. On internship, students integrate academic knowledge with clinical skills and demonstrate the effective and ethical use of these skills in clinical practice. Through intensive supervised training, students gain direct experience in applying their knowledge with a clinical population.

The Internship experience consists of a minimum of 2,000 hours of training over a 12-24 month (full or part time, respectively) period. Appropriate sites for Internship training include programs that are approved by the American Psychological Association (APA) and programs that are members of the Association of Psychology Pre-doctoral and Postdoctoral Internship Centers (APPIC) or The California Psychology Internship Council (CAPIC). The Internship is a vital component of the educational program and is never waived or transferred. Students are required to register for Internship during each semester they are on internship. Registration for Internship automatically assigns full-time student status.

The Director of Placement and Training awards Pass (P) /Fail grades for internship based on the evaluation of the student's performance by their site supervisor as well as other documentation required by the Office of Placement and Training. Dismissal from an Internship is considered extremely serious and will result in immediate referral to the Training Committee, and may result in dismissal from the school. Further details regarding this area are found in the Guide to Clinical Internships distributed to all intern applicants.

Permission to Apply for Internship

Students must be granted permission to apply to Internship by the Faculty before they are allowed to do so. Each Fall, Faculty review all students that have requested to apply to internship and forward written feedback to students regarding their eligibility to apply. Permission to apply for internship is based on the following:

- Satisfactory completion of at least 76 credit hours, including transfer credits;
- Satisfactory completion of two – four semesters of practica;
- Submission of an approved plan to complete all required course credit hours prior to internship;
- Attainment of the required level of dissertation completion;

- Fulfillment of the residency requirement or submission of a plan to the Program Director that is deemed satisfactory for completion of the residency requirement;
- Cumulative GPA of 3.00 or higher;
- Cumulative PPE of 2.70 or higher; and
- Once a student has accepted an internship, he or she is not permitted to incur any grades of incomplete.

Permission to Rank Order Internships

Before being permitted to rank order internships in the national match process, or accept an internship offer outside of the match process, a student must at minimum be at the required level of completion of their dissertation and be deemed as making satisfactory progress toward the completion of their dissertation. Students who have not met the required level of dissertation completion by the rank order submittal date will not be permitted to rank order internships or accept an internship offer. Upon meeting the dissertation completion requirement, students who were restricted from rank ordering (or accepting) internships may request permission from the Director of Placement and Training to reenter the internship search process.

Students entering prior to Fall 2003 are required to be at the following level of dissertation completion to rank order internships:

- Students applying to internship during the semester they are enrolled in PY 609 (Proposal Development Seminar) are required to have their dissertation proposal approved by their Chair for distribution to their committee prior to submission of rank order.
- All other students who entered prior to Fall 2003 are required to have their dissertations approved by their Chair (with only minor revisions) for distribution to their committee prior to submission of rank order.

Students entering Fall 2003 or later are required to have their dissertation approved by their Chair for distribution to their committee prior to submission of rank order.

Academic Development Plans

Students experiencing difficulty meeting program requirements may be placed on an Academic Development Plan (ADP) by their advisor, by the program or by OPT. Students are encouraged to address concerns as early as possible and attempt to resolve them informally if possible. If informal interventions ameliorate the identified concerns, no further action is required. If informal efforts have been unsuccessful or would likely not remedy the concerns, a student may be referred to their advisor, Program Director or OPT Director.

In such circumstances, students will discuss the matter personally with the appropriate person. An advisor, Program Director or OPT may seek consultation from each other or a student's academic file to best inform academic development planning. Additional information may be solicited from the student's advisor, seminar leader, faculty members, training site supervisors, and/or any other party involved in the student's training as necessary and appropriate. Should a student refuse to participate in academic development planning or fail to successfully complete her ADP, that student may be referred to the Program Director, Training Committee or Student Affairs Committee for further action.

Clinical Competency Evaluation (CCE)

Every student is required to pass a Clinical Competency Examination (CCE). The aim of this examination is to evaluate the student's knowledge of psychological theory, research, and practice, to assess the student's development of competencies related to assessment, relationship building and intervention skills, and to judge his /her abilities as a future clinical psychologist.

The CCE consists of a Written Paper and an Oral Presentation of a case chosen by a student from her or his practicum caseload. This requirement is completed in the Spring term of Therapy Practicum Seminar and the student must successfully pass the CCE in order to fulfill the Therapy Practicum Seminar requirement. Specific information regarding the format, case selection process and requirements of the CCE are detailed in the Therapy Practicum Seminar syllabus. The objectives of the CCE are to assess the student's:

- Basic clinical intervention and relationship-building skills;
- Ability to conceptualize clinical material from a stated theoretical perspective and to develop treatment interventions that stem from that conceptualization;
- Ability to reflect upon and critique her or his clinical work; and
- Understanding of diversity and difference variables upon rapport, case conceptualization, treatment planning, and therapeutic intervention.

As scheduled by the Seminar Leader, students formally present their CCE cases within the Spring Semester of the Therapy Practicum Seminar. The instructor will provide additional information about specific guidelines and requirements in the course syllabus. The Oral Presentation should include an audio- or video-taped sample of the therapy with the client and an accompanying transcript. In the Oral Presentation, students should be prepared to discuss any aspect of the case including but not limited to:

- The chosen theoretical model and its associated interventions;
- Rationale for treatment plan design and selection of particular interventions;
- Impact of diversity variables on rapport, conceptualization, treatment planning, and intervention selection;
- Strategies used to measure the effectiveness of interventions;
- Empirical support for selecting the chosen theory with the client and the presenting problem;
- Conceptualization changes if case data were altered; and
- Ethical and legal issues related to the case.

CCE Grading

The Therapy Practicum Seminar Leader evaluates the CCE based upon the quality of the Written Paper and Oral Presentation. Specific grading criteria are provided in the Therapy Practicum Seminar syllabus. The possible CCE grades are: High Pass, Pass, Revision, and Fail. "High Pass" indicates significantly above average performance in all areas. "Pass" designates that a student clearly meets expected performance levels,

although a few areas may be above or slightly below average. If the Written Paper and/or Oral Presentation do not adequately demonstrate expected competencies, the student is issued a grade of "Revision" or "Fail." The temporary grade of "Revision" allows the student the opportunity to re-work aspects of the CCE with the Therapy Practicum Seminar Leader. If a grade of "Revision" is not resolved by the end of the semester in which the CCE was completed, it will automatically become a grade of "Fail". If a student's revisions are acceptable to the Instructor, a grade of "Pass" will then be awarded. A grade of "High Pass" cannot replace a grade of Revision. A grade of "Fail" is issued if the Seminar Leader does not believe that the CCE is revisable or if unacceptable revisions are submitted following a grade Revision.

A CCE grade of Fail necessitates a meeting with the Clinical Psy.D. Program Director; a plan for further action will be developed. This plan may require the student to submit another CCE case to be reviewed by one or more faculty members, the completion of an Advanced Practicum or a second Therapy Practicum, a referral to the Student Affairs Committee or other alternative courses of action. Failure of two CCE case presentations prompts automatic referral to the Student Affairs Committee, additional academic development planning and/or consideration of disciplinary action.

Completion of the Dissertation

The Dissertation is an essential aspect of a student's academic experience and clinical education at the school. While the Dissertation is not designed as a direct evaluation of the student's clinical skills, it provides the school with the opportunity to evaluate the student's ability to apply theory and research to areas of clinical psychology and to think critically and creatively about professional psychology.

The Dissertation should clearly and concisely demonstrate the student's command of the research in a specific area of clinical psychology. In the Dissertation, the student will critically evaluate and synthesize relevant research and theory in the chosen topic. The student's Dissertation Committee is responsible for determining the appropriateness and acceptability of the dissertation proposal and for final approval of the Dissertation.

All requirements for the Clinical Psy.D. including the Dissertation must be completed within five years from the date of first enrollment. Students may petition the Program Director before the end of the five-year period for an extension to complete the Dissertation. The Program Director's decision regarding the request for an extension is final. If an extension is granted, the extended date is firm; no additional extensions will be granted. If the dissertation is not completed by the dissertation due date, students are subject to dismissal from the school.

Students are required to begin their dissertation during their third year in the program and, once begun, to continue working on their dissertation until completion. Students are required to complete a 3 semester hour Proposal Development Seminar (PDS) in Fall semester. The Instructor of a student's PDS automatically becomes her or his chairperson. Registration for a PDS obligates a student to conduct a dissertation within his or her Instructor's areas of expertise and approved methodology.

Students the receive a grade of "F" in PDS will be immediately removed from the dissertation process and required to retake PDS the following Fall semester with a new dissertation chair. Students who receive a grade of "C" in PDS in the Fall will be required to repeat the class in the Spring semester with the same instructor. Students who receive more than one grade below "B-" in PDS are referred to the Program Director for disciplinary action.

Students are required to have their dissertation proposal approved by their chair by the end of their PDS. Students are required to register for Dissertation Maintenance the Spring semester following their PDS and every semester thereafter (including Summer) until the dissertation is complete.

Dissertation Maintenance is graded on a CR/NC basis, is not factored into the GPA, and awards full time status. Receipt of a grade of NC in Dissertation Maintenance or a grade below B- in the PDS will result in an immediate referral to a student's Advisor; multiple grades of NC in Dissertation Studies will result in an immediate referral to the Program Director.

The Curriculum

Program Requirements

The Clinical Psychology program is a 106 credit program that includes four years of intensive course work, two years of required practica, an optional third year of practicum, a dissertation and a year of clinical internship.

Intervention Tracks

The program does not advocate any single theoretical orientation. Rather, students receive an excellent generalist base in theory, conceptualization and technique, and then choose a theoretical orientation in which to specialize. The program assists students to identify the theory which most closely aligns with their beliefs regarding what creates, maintains and changes human distress or psychopathology. The faculty believe that it is through this alignment that a student's potential as a future professional psychologist is best actualized.

The program requires students to complete course work in four theoretical intervention tracks, including Cognitive/Behavioral, Psychodynamic, Humanistic/Existential, and Systems. After completing basic course work in all four intervention tracks, students select one in which to specialize, completing advanced course work and their Clinical Competency Examination within that intervention track.

Concentration Areas

Students must focus their study in a particular area of interest and choose from among several Concentration Areas: Generalist; Child/Adolescent; Health; Multicultural/Community; Forensic; School; and Organizational Psychology. All concentrations require a student to complete 8 credit hours of specialized course work.

Generalist

The Generalist Concentration offers students the opportunity to sample elective course work across a range of areas including, but not limited to, the other Concentration areas. Building a generalist foundation through exposure to a broad range of topics and specialized populations offers excellent

clinical preparation for entry level practice. Students are encouraged to use the Generalist Concentration to broaden their areas of interest or to sample a wide variety of course work in an effort to determine a special area of interest. Students who are considering rural practice or who plan to work within community mental health systems are strongly encouraged to obtain a broad base of exposure to working with a range of population issues and presenting problems.

Through the Generalist Concentration, students can gain expertise in teaching, supervision and administration, learn applied behavior analysis, take a series of courses in trauma, loss, or expressive therapies, develop an additional theoretical area of specialty, design a unique area of independent study, or complete an Advanced Practicum. There are no specific required courses for the Generalist Concentration, although the electives listed below would meet the Concentration requirement of 8 credit hours:

PY 511-513 Independent Study I-III
PY 527 Qualitative Methods of Research
PY 533 Psychology of Women
PY 535 Separation, Loss, and Mourning
PY 542 Expressive Therapies
PY 544 Interdisciplinary Arts Studio
PY 548 Therapeutic Uses of Dance/Movement in Psychology
PY 551 Brief Psychotherapy
PY 556 Psychology, Creativity, and Community
PY 558 Introduction to Drama Therapy
PY 568 Trauma Therapy in Clinical Practice
PY 586 Supervision
PY 588 Learning to Teach

Students may also take additional Advanced Intervention courses, or any of the following Concentration or Certificate courses, toward their elective requirement.

Child/Adolescent

The Child/Adolescent Concentration enhances the preparation of students interested in serving the mental health needs of children and adolescents. Throughout the course work and related practicum experiences, emphasis is placed on developing a conceptual and experiential background in working with children and adolescents representing a wide range of family and cultural life styles. The Concentration provides students with opportunities to study child and adolescent psychopathology, diagnostic evaluation and therapeutic interventions.

In addition to working with diverse economic, social and ethnic/racial populations, students have opportunities to explore a full range of professional experiences through practica, including hospital inpatient and outpatient clinics, community and/or school-based centers, forensic settings and private practice settings. Students are also able to work with children representing the full age spectrum, from early childhood through adolescence.

For this Concentration, the following course work is required:

PY 574 Play Assessment and Treatment
PY 575 Child and Adolescent Psychopathology
PY 576 Assessment and Treatment of Child and Adolescent Trauma
PY 577 Assessment of Children and Adolescents
PY 579 Psychotherapy with Children and Adolescents

Students who wish to supplement their concentration course work may enroll in related electives, including family therapy, treatment of underserved youth or juvenile offenders, prevention and crisis intervention in schools, and mental health administration.

Health

Health psychology specializes in the application of psychological principles and techniques to the problems of health, especially in a clinical context of working with people whose primary problems are medical in nature. Health psychologists use the base skills of professional psychology to assess the impact of psychosocial factors in the origin and course of many physical conditions, illnesses and disabilities. They also use a variety of interventions aimed at helping people prevent illness, recover quickly, or live with chronic conditions in a way that maximizes their functional capacities for living. Professional psychology is not just a “mental health” profession; it is a health care profession that can address the whole person, mind and body.

Students in the Health Psychology Concentration gain an overall awareness of the role of professional psychologists as researchers, clinicians, patient-educators, and above all, as members of inter-disciplinary treatment teams that work with a specific disease or health related problems. Upon completion of the course sequence, students should be prepared to enter into an advanced practicum or internship opportunities in the field for supervised exposure and experience in treatment of health related problems.

For this Concentration, the following course work is required:

PY 540 Wellness, Health, and Prevention
PY 546 Biopsychosocial Aspects of Medical Conditions
PY 564 Applied Stress Management

In addition, students must complete two credit hours from the following courses:

PY 547 Hypnotherapy
PY 557 Substance Abuse
PY 571 Psychology of Aging
PY 582 Perinatal and Neonatal Stress and Adjustment

Multicultural/Community

The Multicultural/Community Concentration augments basic psychological paradigms by integrating clinical, political, economic and social information that must be considered when working with clients, regardless of their membership in cultural/ethnic groups. Moreover, students are introduced to external factors, such as privilege, power and worldview, which influence the manner in which students, clients and others express and view their lives and the lives of others.

Students will develop clinical and teaching skills through a series of courses and supervised training that will enhance their ability to be culturally sensitive and aware.

For this Concentration, the following course work is required:

PY 578 Diversity in Clinical Practice III
PY 580 Gay, Lesbian, Bisexual & Transgendered Clients: Cult. Considerations
PY 596 Underserved Youth: Cult. Consid.
PY 597 Underserved Adults: Cultural Considerations
PY 598 Gender and Transgendered
PY 599 International Populations: Cultural Considerations.

Forensic

Forensic Psychology is a rapidly growing field that focuses on the application of the science and profession of psychology to questions and issues relating to law and to the legal system. The course work provides students with basic knowledge regarding psychologists' roles in the legal system, including employment options in the field, mental health law, and the treatment and evaluation of offenders. Students will also be introduced to testifying as an expert witness and forensic report writing.

Those specializing in this area will be among the highest in demand for the delivery of services to correctional facilities, law enforcement agencies, courts, attorneys, and lawmakers. Organizations, administrations and development of programs in those organizations will be enhanced by the employment of those trained in the area of forensic psychology.

For this Concentration, the following course work is required:

PY 510 Introduction to Forensic Psychology
PY 523 Mental Health Law
PY 537 Forensic Documentation, Report Writing, and Testifying

In addition, students must complete two credit hours from the following courses:
PY 520 Evaluation and Treatment of the Adult Offender
PY 521 Evaluation and Treatment of the Juvenile Offender

The Chicago School has affiliations with a number of practicum sites that are exclusively or substantially forensic in nature.

Organizational Psychology

Clinical psychologists increasingly find themselves assuming consulting management roles within organizational settings, serving as:

- Administrators in community agencies, hospitals and managed care organizations;
- Management consultants to corporations, not-for-profit agencies and family firms;
- Managers of human resources, diversity programs, EAPs, wellness and outplacement programs, and training and organizational development departments within corporations.

In addition to clinical skills, these roles require familiarity with organizational and group dynamics, corporate language and culture, business literacy, application of assessment and intervention strategies to organizational issues and the unique aspects of a consultant role.
The Chicago School's curriculum in organizational psychology has been designed to provide this training. Ethical issues and current issues and topics within organizational psychology are addressed. Particular attention is given to individual differences/diversity issues as they relate to organizational structure and processes.

For this Concentration, the following course work is required:

PY 534 Organization Behavior
PY 536 Organizational Consulting Skills
PY 538 Mental Health Administration

Students in this Concentration have the opportunity to complete an advanced practicum in organizational psychology.

School Psychology

Working within a school system offers psychologists an opportunity to impact learning environments and families' lives for the better. Through interaction with parents, children, teachers and school administrators, psychologists can help communities and school systems impact the quality and effectiveness of student learning and cognitive development. Psychologists can develop programs to train teachers and parents, develop effective techniques to manage behavior at home and in the classroom, work with students with disabilities or with special talents, and assist schools to prevent and manage crises. The School Psychology Concentration offers the opportunity to learn how to work with students individually and in groups in public and private school settings. This Concentration does not meet eligibility requirements to sit for a School Psychologist license/certification, but will introduce basic issues and intervention approaches for use in school settings and with school aged clients.

For this Concentration, the following course work is required:

PY 509 Consulting in Schools
PY 516 Effective Educational Models and Literacy
PY 517 Prevention and Crisis Intervention in Schools

Certificate Option

Applied Behavior Analysis

Students may choose to utilize their elective hours to obtain a certificate in Applied Behavior Analysis (ABA). To complete an ABA certificate, a student must successfully complete 15 semester hours of behavioral course work.

Behavioral courses may include, but are not limited to:

PY 403 Theory of Conditioning and Learning
PY 404 Analysis and Treatment of Developmental Disabilities
PY 405 Observation and Measurement
PY 408 Behavioral Consultation in Organizations
PY 493 Advanced Intervention: Behavioral

No practicum is required to earn the certificate; however, to be eligible for certification as a Board Certified Behavior Analyst®, an ABA practicum is required. Given a student's progression through the program, it may be possible to satisfy the Board ABA practicum requirement through a specialized ABA therapy or advanced practicum that also meets graduation requirements for the Clinical Psy.D. program. Students should consult with the Program Director throughout their program in order to meet Board Certification requirements.

Courses

Required Courses

Course	Title	Credit hours
PY 400*	Cultural Impact Conference	0
PY 401*	Cultural Impact Conference	0
PY 415	Professional Development Group I	1
PY 416	Professional Development Group II	1
PY 423	Psychopathology I	2
PY 424	Psychopathology II	2
PY 425	Intellectual Assessment	3
PY 426	History and Systems of Psychology	2
PY 428	Statistics II	3
PY 429	Clinical and Diagnostic Interviewing	2
PY 437	Psychology of the Life Span I	3
PY 439	Psychology of the Life Span II	3
PY 441	Personality Assessment	4
PY 443	Diversity in Clinical Psychology I	2
PY 445	Professional Issues and Ethics	2
PY 446	Diversity in Clinical Psychology II	2
PY 447	Cognitive-Affective Bases of Behavior	3
PY 449	Biological Bases of Behavior	3
PY 451	Social Bases of Behavior	3
PY 453	Advanced Assessment	3
PY 455	Research Methods	3
PY 462	Basic Intervention: Psychodynamic	3
PY 464	Basic Intervention: Cognitive-Behavioral	3
PY 466	Basic Intervention: Existential-Humanistic	3
PY 468	Basic Intervention: Systems	3
PY 479	Introduction to Neuropsychology	2
PY 481	Introduction to Clinical Psychopharmacology	2
PY 483	Seminar in Professional Practice	2
PY 490*	Advanced Intervention: Intrapsychic	2
PY 491*	Advanced Intervention: Interpersonal	2
PY 492*	Advanced Intervention: Cognitive	2
PY 493*	Advanced Intervention: Behavioral	2
PY 495*	Advanced Intervention: Adv. Exist-Humanistic	2
PY 496*	Advanced Intervention: Group	2
PY 497*	Advanced Intervention: Family	2
PY 498*	Advanced Intervention: Couples	2
PY 630	Proposal Development Seminar	3
PY 631	Dissertation Maintenance I	2
PY 632	Dissertation II	2
PY 633	Dissertation III	2
PY 634	Dissertation IV	2
PY 635	Dissertation V	2
PY 650	Internship I	0
PY 651	Internship II	0
PY 652	Internship III	0
Clinical Practica†	(12 hours required) †	
PY 484	Assessment Practicum Sequence	6
PY 485		
PY 486		
PY 504	Therapy Practicum Sequence	6
PY 505		
PY 506		
PY 604	Advance Practicum Sequence (elective)	
PY 605		
PY 606		

Elective Courses

Course	Title	Credit hours
PY 403	Theory of Conditioning and Learning	3
PY 404	Analysis & Treatment of Developmental Disabilities	3
PY 405	Observation and Measurement	3
PY 408	Behavioral Consultation in Organizations	2
PY 427	Statistics I	2
PY 509	Consulting in Schools	3
PY 510	Introduction to Forensic Psychology	2
PY 511	Independent Study I	1
PY 512	Independent Study II	2
PY 513	Independent Study III	3
PY 516	Effective Education Models and Literacy	3
PY 517	Prevention and Crisis Intervention in the Schools	2
PY 518	Career Counseling and Vocation Assessment	2
PY 520	Evaluation and Treatment of the Adult Offender	2
PY 521	Evaluation and Treatment of the Juvenile Offender	2
PY 523	Mental Health Law	2
PY 527	Qualitative Methods of Research	2
PY 533	Psychology of Women	2
PY 534	Organizational Behavior	3
PY 535	Separation, Loss, and Mourning	2
PY 536	Organizational Consulting Skills	3
PY 537	Forensic Doc., Report Writing, and Testifying	2
PY 538	Mental Health Administration	2
PY 540	Wellness, Health, and Prevention	2
PY 542	Expressive Therapies	2
PY 544	Interdisciplinary Arts Studio	2
PY 546	Biopsychosocial Aspects of Medical Disorders	1
PY 547	Hypnotherapy	1
PY 548	Therapeutic Uses of Dance/Movement in Psych.	1
PY 551	Seminar in Brief Psychotherapy	2
PY 554	Intentional Use of Music and Sound in Health, Psychology, and Education	1
PY 556	Psychology, Creativity, and Community	1
PY 557	Substance Abuse	2
PY 558	Introduction to Drama Therapy	1
PY 564	Applied Stress Management	2
PY 568	Trauma Therapy in Clinical Practice	2
PY 570	Applied Neuropsychology	2
PY 571	Psychology of the Aging	2
PY 574	Play Assessment and Treatment	1
PY 575	Child and Adolescent psychopathology	2
PY 576	Assess. & Treatment of Child & Adoles.Trauma	1
PY 577	Assess. of Children and Adolescents	2
PY 578	Diversity in Clinical Psychology III	2
PY 579	Psychotherapy with Children and Adolescents	2
PY 580	Gay, Lesbian, Bisexual, and Transgendered Clients: Cultural Considerations	2
PY 582	Perinatal and Neonatal Stress and Adjustment	2
PY 586	Supervision	2
PY 588	Learning to Teach	2
PY 596	Underserved Youth: Cultural Considerations	1
PY 597	Undeserved Adults: Cultural Considerations	1
PY 598	Gendered and Transgender	1
PY 599	International Populations: Cultural Considerations	1

Non-Credit Elective Courses

PY 330	Advanced Spanish for Mental Health Professionals
PY 400	Cultural Impact Conference (Assessment)
PY 402	Cultural Impact Conference (Therapy)

* Students are required to attend two Cultural Impact Conferences.

** Students are required to take the two advanced courses in their declared intervention track.

† All students are required to take six semester hours each of Assessment and Therapy Practica. Students opting to complete an Advanced Practicum are required to take four semester hours of Advanced Practicum.

Full time schedule

Year 1

Fall			Spring			Summer		
PY 415	Prof. Development Group I	1	PY 416	Prof. Development Group II	1	PY 453	Advanced Assessment	3
PY 423	Psychopathology I	2	PY 424	Psychopathology II	2	*One of the following:*		3
PY 425	Intellectual Assessment	3	PY 426	History & Systems of Psych.	2	PY 447	Cognitive-Affective Bases	
PY 429	Interviewing	2	PY 437	Life Span I	3	PY 451	Social Bases of Behavior	
PY 443	Diversity I	2	PY 441	Personality Assessment	4			
One of the following:		3	PY 446	Diversity II	2			
PY 447	Cognitive-Affective Bases							
PY 451	Social Bases of Behavior							
	Total Fall credits	**13**		**Total Spring credits**	**14**		**Total Summer credits**	**6**
								Year 1 total credits - 33

Year 2

Fall			Spring			Summer		
PY 400	Cultural Impact Conference	0	PY 455	Research Methods	3	PY 449	Biological Bases of Behavior	3
PY 429	Life Span II	3	PY 485	Assessment Practicum II *	2	PY 486	Assessment Practicum III*	1
PY 484	Assessment Practicum I*	3	PY 466	BI: Existential-Humanistic	3	Advanced Intervention I		2
PY 462	BI: Psychodynamic	3	PY 468	BI: Systems	3			
PY 464	BI: Cognitive Behavioral	3						
	Total Fall credits	**12**		**Total Spring credits**	**11**		**Total Summer credits**	**6**
								Year 2 total credits - 29

Year 3

Fall			Spring			Summer		
PY 401	Cultural Impact Conference	0	PY 428	Statistics II	3	PY 506	Therapy Practicum III*	1
PY 504	Therapy Practicum I	3	PY 505	Therapy Practicum II*	2	PY 632	Dissertation Maintenance II	2
PY 479	Neuropsychology	2	PY 481	Psychopharacology	2	Elective		2
PY 630	Proposal Develop. Seminar	3	PY 631	Dissertation Maintenance I	2			
			Elective		2			
			Clinical competency Exam					
	Total Fall credits	**12**		**Total Spring credits**	**11**		**Total Summer credits**	**5**
								Year 3 total credits - 28

Year 4

Fall			Spring			Summer		
PY 483	Seminar in Prof. Practice	2	PY 445	Professional Issues & Ethics	2	PY 635	Dissertation Maintenance V	2
PY 633	Dissertation Maintenance III	2	PY 634	Dissertation Maintenance IV	2	*One* of the following:		1
One of the following:		2	Elective		2	PY 447	Advanced Practicum	
PY 604	Advanced Practicum		*One of the following:*		1	Elective		
Elective			PY 605	Advanced Practicum				
Internship Application			Elective					
	Total Fall credits	**6**		**Total Spring credits**	**7**		**Total Summer credits**	**5**
								Year 4 total credits - 16

Year 5

Fall			Spring			Summer		
PY 650	Internship I	0	PY 651	Internship II	0	PY 652	Internship III	0

Total Clinical Psy.D. program credits *(including practica, dissertation and internship)* **- 106 credits**

* Students completing their Assessment or Therapy Practica prior to Summer semester register for a 3 semester hour practicum course in Spring semester in lieu of a 2 semester hour practicum course in Spring and a 1 semester hour practicum course in Summer.

^ Students completing their Advanced Practica prior to Summer semester register for a 2 semester hour practicum course in Spring semester in lieu of a 1 semester hour practicum course in Spring and a 1 semester hour practicum course in Summer.

Course Descriptions

PY 330 Advanced Spanish for Mental Health Professionals
This course will offer students with advanced language skills a strong focus on skills necessary for the use of Spanish in a mental health setting. Areas addressed will include cultural descriptions of distress, interviewing, assessment, crisis intervention, therapy and supervision. (0 credits)

PY 400 Cultural Impact Conference (Assessment)
Prerequisite: PY 453. Completion of this course requires attendance at a school sponsored Cultural Impact Conference (CIC). Each CIC centers learning around a chosen theme (i.e., a specific cultural issue or population). This course integrates that theme with a specific focus on assessment and diagnosis for students completing their Assessment Practicum. (0 credits)

PY 401 Cultural Impact Conference (Therapy)
Prerequisite: PY 486 or PY 487. Completion of this course requires attendance at a school sponsored Cultural Impact Conference (CIC). Each CIC centers learning around a chosen theme (i.e., a specific cultural issue or population). This course integrates that theme with a specific focus on therapy and intervention for students currently completing their Therapy Practicum. (0 credits)

PY 402 Cultural Impact Conference (Advanced)
Prerequisite: PY 506 or PY 507. Completion of this course requires attendance at a school sponsored Cultural Impact Conference (CIC). Each CIC centers learning around a chosen theme (i.e., a specific cultural issue or population). This course integrates that theme and advanced level learning in assessment, therapy, supervision, prevention or advocacy for students currently completing their Advanced Practicum or Internship, Alumnae, Practica/Internship Supervisors and Faculty. (0 credits)

PY 403 Theory of Conditioning and Learning
This course focuses on behavioral principles and their applications to diverse populations. Both classical and operant conditioning are reviewed, with a heavy emphasis on operant. Students will learn behavioral principles and procedures to increase, reduce or promote the generalization and maintenance of behavior. Although no official prerequisites, an undergraduate course in behavior analysis or related work experience will be helpful. (3 credits)

PY 404 Analysis and Treatment of Developmental Disabilities
This course builds upon basic principles of learning and applied behavior analysis.
The course will offer advanced coverage of special topics and will include behavior analysis in applied settings such as schools and hospitals; parent training; assessment and treatment procedures for improving communication skills of individuals with developmental disabilities; managing problem behaviors such as self-injury, food refusal, noncompliance; and working with special populations such as children with autism. (3 credits)

PY 405 Observation and Measurement
This course addresses data collection, inter-observer agreement, social validity, treatment integrity, functional assessment, and stimulus preference assessment. The course content is based on current state-of-the-art procedures in applied behavior analysis. (3 credits)

PY 408 Behavioral Consulting in Organizations
This course focuses on applying behavior analytic principles in the domain of behavioral consultation and management. The course emphasizes understanding the various stages of successful behavioral consultation, identifying potential problems that may arise during the consultation process and overcoming those problems. School based consulting is a major focus. (2 credits)

PY 415/PY 416 Professional Development Group
The Professional Development Group is a two-course series (Fall and Spring semester) in which students explore issues of professional and career development in clinical psychology; become orientated to The Chicago School and the field of psychology as a whole; review policies and procedures of the program; learn and discuss the implementation of APA Ethical Guidelines; plan for progression through the program; develop skills in self-evaluation and reflection; and prepare to begin their first practicum. (1 credit each)

PY 423 Psychopathology I
This course surveys the major theories of the etiology of mental disorders emphasizing a biopsychosocial approach and familiarizes students with the DSM approach to diagnosis and classification. Disorders of childhood and adolescence are covered, as well as dementias, schizophrenia, mood disorders and substance abuse. Cultural and developmental factors related to mental illness are emphasized. (2 credits)

PY 424 Psychopathology II
Prerequisite: PY 423. This course surveys additional components of psychopathology emphasizing a biopsychosocial approach. Mood, anxiety, personality, dissociative, and adjustment disorders, as well as other Axis I and V code conditions are covered. Issues of child and elder abuse and neglect are included. The DSM approach to diagnosis and classification is utilized and cultural factors related to mental illness are emphasized. (2 credits)

PY 425 Intellectual Assessment
This course introduces students to models of intellectual assessment and explains the administration, scoring and interpretation of the most widely used intellectual assessment instruments. Specific emphasis is placed on interpretation and report writing using the WISC-IV and WAIS-III. In the lab portion of this course, students will demonstrate their knowledge and skills in administering, scoring and interpreting these instruments. (3 credits)

PY 426 History and Systems of Psychology
This course explores the historical and theoretical foundations of professional psychology. Particular attention will be placed on the history of mental health and psychological healing practices in a cross-cultural context, as well as modern developments of the science and profession of psychology. The philosophy of science and epistemological foundations of clinical work will also be covered, allowing the student to understand theories of therapy in a broader perspective. (2 credits)

PY 427 Statistics I
Students must register for this course if they fail to proficiency into PY 428 or if they opt to complete this course in lieu of the PY 428 proficiency exam. This course is designed to teach students basic statistical techniques at both the conceptual and applied levels. Emphasis will be placed on learning to choose the appropriate statistical technique for a given research question, computation of statistics and the interpretation of statistics with reference to research hypotheses. Topics covered include: central tendency (e.g., mean, median), variance (e.g., standard deviation), z-scores and the normal curve, hypothesis testing, t-tests, correlation, simple regression, analysis of variance, power analytic and nonparametric techniques (e.g., Chi-Square). (2 credits)

PY 428 Statistics II
Prerequisite: PY 427 or successful proficiency and PY 455. This course is designed to teach students advanced statistical techniques at both the conceptual and applied levels. Students will learn how statistical techniques can be used to answer research questions in Clinical Psychology. Emphasis will be placed on learning to choose the appropriate statistical technique for a given research question and the interpretation of statistics with reference to research hypotheses. Topics covered include: complex factorial ANOVA, repeated measures ANOVA, multiple regression, power analysis, MANOVA and factor analysis. (3 credits)

PY 429 Clinical and Diagnostic Interviewing
Techniques of clinical and diagnostic interviewing will be presented. Students will learn several techniques for interviewing, including listening skills, aids for giving and receiving feedback, and establishing a relationship with a client. Students also will learn ways of incorporating these techniques into models of diagnostic interviewing. Consideration of cultural differences in establishing a relationship and conducting an interview is integral to this course. (2 credits)

PY 437 Psychology of the Life Span I
This class examines normal development from infancy to early adulthood. Areas of study include the development of perceptual and cognitive processes, psychosexual roles and familial interpersonal processes. Current clinical approaches are examined from diverse theoretical viewpoints and in view of recent research findings. Cultural diversity and individual differences are integral to this course. (3 credits)

PY 439 Psychology of the Life Span II
Prerequisite: PY 437. This course explores developmental issues from early adulthood through advanced age. Topics considered include the process of consolidation of the middle years and the psychological, social and biological issues surrounding late life adjustment. Current clinical approaches are examined from diverse theoretical viewpoints and in view of research findings. Cultural diversity and individual differences are integral to this course. (3 credits)

PY 441 Personality Assessment
Prerequisite: PY 425. This course introduces models of objective and projective personality assessment and addresses variation in measurement of personality based upon conceptualization of the construct. Emphasis
is placed on the administration, scoring and interpretation of the major personality instruments, including the Millon, PAI, MMPI-2/A, Rorschach (Exner system and content analysis), the Thematic Apperception Test, and other projective techniques (i.e., Incomplete Sentence Blank, Projective Drawings). In the lab portion of this course, students will demonstrate their knowledge and skills in administering, scoring and interpreting these instruments. (4 credits)

PY 443 Diversity in Clinical Psychology I
This course lays a theoretical and experiential foundation for students in multicultural psychology. The course blends exposure to theory and literature, cross cultural immersion, and personal introspection. It provides a basic framework for understanding privilege and power, systems of oppression and domination, worldview, cultural competency, and identity. It will explore the impact and social construction of culture, gender, ethnicity, religion/spirituality, class, race, abledness, and immigrant status. Students will address the intersection of multiple identities, and will explore the impact of their own culture and held personal stereotypes, beliefs and assumptions. (2 credits)

PY 445 Professional Issues & Ethics
Prerequisites: PY 415, PY 416. Professional, ethical, and legal issues related to the practice of clinical psychology and the psychologist as clinician, consultant, educator, and researcher are critically examined in this course. Issues considered include privacy, privilege, confidentiality and its limitations, informed consent, patients' rights, malpractice, client-therapist relationships, collegial relationships and other regulations influencing the practice of psychology. (2 credits)

PY 446 Diversity in Clinical Psychology II
Prerequisite: PY 443. This course requires students to apply knowledge and skills acquired in Diversity I with an emphasis on clinical application with clients. Using a systems approach, the course will address privilege, its inherent characteristics and mechanisms, and the ways those mechanisms affect the lives of less privileged individuals and groups. Identity development models (racial and sexual orientation) will be applied, and the quality of life, challenges and coping mechanisms of diverse populations will be explored. This course will specifically address clinical considerations in relation to gender, ethnicity, religion/spirituality, class, race, abledness, immigrant status, identity, sexual orientation, and language. (2 credits)

PY 447 Cognitive-Affective Bases of Behavior
This course presents an empirically based model of the ontogenesis and functioning of psychological structures responsible for adaptation. The evolution of cognitive structures and affective processes will be discussed. The role of cognition and affective processes in the human creation of meaning and its use in clinical contexts is also explored. (3 credits)

PY 449 Biological Bases of Behavior
This course introduces students to the structure and functions of the central nervous system, the autonomic nervous system and the endocrine system. Areas covered include sensory and perceptual processes, physiological regulation of the sleep and waking cycles, motivation and affect. The etiology and major focus of psychopathology will be considered from a biological perspective. (3 credits)

PY 451 Social Bases of Behavior
This course focuses on the role of societal and environmental factors in the initiation and maintenance of human behavior patterns. The course will consider the implications of socio-environmental factors for the practicing psychologist. Cultural and individual differences are also considered. (3 credits)

PY 453 Advanced Assessment
Prerequisites: PY 423, PY 424, PY 425, PY 429 and PY 441. The primary objective of this course is the development of skills essential to the interpretation of test findings. Emphasis is placed upon the integration of test material into a comprehensive understanding of the client. Students will continue to develop their skills in report writing, differential diagnosis and formulation of effective therapeutic recommendations. (3 credits)

PY 455 Research Methods
This course is designed to teach students experimental and quasi-experimental research designs at both the conceptual and applied levels. Areas of emphasis include experimental control, validity, reliability, sampling, correlational research, qualitative research, single subject designs, independent group designs, repeated measures and complex designs, and design confounds. Descriptive research methods will also be discussed. Students will learn how to generate research designs, how to select variables for study and how to critique designs in psychological research. This course will require students to designate the designs utilized in published research, identify and explain design confounds and think critically about published psychological research. (3 credits)

PY 462 Basic Intervention: Psychodynamic
The development of major psychodynamic theories is presented from historical, clinical and conceptual perspectives. Drive, ego, object, self and relational perspectives will be addressed. The development of psychoanalysis as a method of psychotherapy will be presented. In addition to readings in theory and technique, case studies will be used to exemplify the various theoretical approaches to therapy. Particular emphasis will be given to conceptions of change in dynamic therapy, the nature of the psychotherapeutic situation and the relationship between client and therapist. The relationship between theory and practice will be explored throughout the course. (3 credits)

PY 464 Basic Intervention: Cognitive-Behavioral
This course addresses the basic assumptions of cognitive-behavioral theory, reviews the major theorists, and introduces the student to issues of treatment planning, case conceptualization, evaluation of treatment efficacy, therapeutic technique and intervention through that theoretical lens. The course emphasizes acquisition of a range of cognitive behavioral assessment and intervention techniques and intervention skills. (3 credits)

PY 466 Basic Intervention: Existential-Humanistic
In this course, students will learn core elements of humanistic theory including the existential basis for creation of meaning and choice, Rogerian or Person-Centered therapy, Gestalt therapy, somatics and Transpersonal psychology. Basic skills taught include present-centered awareness, hot-seat/empty-chair, psycho-dramatic techniques, mindfulness meditation, and basic body awareness. The attitudes of authenticity and genuineness as therapist provided conditions are also described and explored. (3 credits)

PY 468 Basic Intervention: Systems
This course helps students learn basic conceptualization skills to recognize the impact of various forces on a system and differentiate problematic and normal functioning in a context, and clinical intervention skills to integrate systematic factors into effective and culturally sensitive treatment plans. (3 credits)

PY 479 Introduction to Neuropsychology
Prerequisite: PY 449. Major systems and structures of the brain are reviewed and common impairments of language, cognition and perception are studied. Students are introduced to various neuropsychological tests currently used in clinical settings. Neurologic syndromes, including stroke, head trauma, seizure and dementia are examined with relevant case studies and test data. (2 credits)

PY 481 Introduction to Clinical Psychopharmacology
Prerequisite: PY 449. Various classes of psychopharmacological agents are systematically considered. Methods of intervention in psychobiological conditions are reviewed with an emphasis on the use of psychotropic medications to manage and treat psychological disorders. (2 credits)

PY 483 Seminar in Professional Practice
This seminar addresses issues related to the emerging role of professional psychologists in diverse settings. Areas addressed include the practice and techniques of consultation, teaching, models, and techniques of supervision, administration, practice management, documentation and marketing methods. (2 credits)

PY 484 Assessment Practicum Seminar I
Prerequisites: PY 415, PY 416, PY 443, PY 446 and PY 453. This is the first course in the Assessment Practicum sequence. This course provides a small consultation group in which students examine relevant clinical and professional development issues that arise as the result of participation in the assessment practicum. Students present practicum cases to gain mastery in the integration of theory and practice. Case conceptualizations consider rapport development, broad system issues (e.g., family, school, community, court, political, other treatment professionals/programs), and areas of diversity and difference (e.g., race, ethnicity, gender, age, sexual orientation, disability, socioeconomic status) as contextual variables. (3 credits)

PY 485 Assessment Practicum Seminar II
PY 486 Assessment Practicum Seminar III
Prerequisite: PY 484. This is the second and third course in the Assessment Practicum sequence. These courses provide a small consultation group in which students examine relevant clinical and professional development issues that arise as the result of participation in the assessment practicum. Students present practicum cases to gain mastery in the integration of theory and practice. Case conceptualizations consider rapport development, broad system issues (e.g., family, school, community, court, political, other treatment professionals/programs), and areas of diversity and difference (e.g., race, ethnicity, gender, age, sexual orientation, disability, socioeconomic status) as contextual variables. (PY 485 - 2 credits, PY 486 - 1 credit, 3 credits total)

PY 487 Assessment Practicum Seminar I and II (combined)
Prerequisite: PY 484. Students completing their Assessment Practicum prior to Summer semester register for this class in lieu of PY 485 and PY 486. This course provides a small consultation group in which students examine relevant clinical and professional development issues that arise as the result of participation in the assessment practicum. Students present practicum cases to gain mastery in the integration of theory and practice. Case conceptualizations consider rapport development, broad system issues (e.g., family, school, community, court, political, other treatment professionals/programs), and areas of diversity and difference (e.g., race, ethnicity, gender, age, sexual orientation, disability, socioeconomic status) as contextual variables. (3 credits)

PY 490 Advanced Intervention: Intrapsychic
Prerequisite: PY 462. This course will cover those psychodynamic models (i.e., Freudian, late Ego Psychology, traditional Object Relations, Self) that focus on intrapsychic dynamics in the conceptualization of psychopathology and the treatment process. Often referred to as “one person theories,” these models typically view the therapist as striving for some version of therapeutic neutrality, anonymity, and objectivity, and define transference as distortion. The class will emphasize contemporary versions of these models of intervention, including the role of culture, race, and gender. (2 credits)

PY 491 Advanced Intervention: Interpersonal
Prerequisite: PY 462. This course will cover those psychodynamic models (i.e., contemporary Object Relations, Intersubjective Self Psychology, Relational) that focus on interpersonal dynamics in the conceptualization of psychopathology and the treatment process. Often referred to as “two person theories,” these models typically view the therapist as inevitably subjectively involved in the therapy that reflects what the client and clinician bring to the relationship. The class will emphasize contemporary versions of these models of intervention, including the role of culture, race, and gender. (2 credits)

PY 492 Advanced Intervention: Cognitive
Prerequisite: PY 464. This course provides an overview of contemporary cognitive models and therapy techniques. It presents major cognitive modalities and their theoretical and research foundations. Emphasis is on the further development of a broad range of cognitive assessment, intervention, and case conceptualization skills. (2 credits)

PY 493 Advanced Intervention: Behavioral
Prerequisite: PY 464. This course provides an overview of contemporary behavioral models and therapy techniques. It presents major behavioral modalities and their theoretical and research foundations. Emphasis is on the acquisition of a broad range of behavioral assessment and intervention skills, and case conceptualization. (2 credits)

PY 495 Advanced Intervention: Advanced Existential-Humanistic
Prerequisite: PY 466. This course will more deeply explore three primary therapeutic approaches within
the Existential-Humanistic area, including Person-Centered therapy, Existential therapy and Transpersonal psychology. Students will develop an advanced ability to integrate critical phenomenological and cultural variations in client meaning making systems and life situations into plans for treatment and interventions. (2 credits)

PY 496 Advanced Intervention: Group
Prerequisite: PY 466. Students will learn major theoretical aspects of group therapy including process groups,
T-group or encounter groups and psycho-educational group formats. In addition, the course will address group therapy techniques, including the use of process comments, monitoring multiple interactions in real time, and working effectively with a co-leader. As a component of this course, students will participate in an experiential class-based group process. (2 credits)

PY 497 Advanced Intervention: Family
Prerequisite: PY 468. In this course, students will learn concepts, assumptions and techniques of four major models of family therapy (Bowenian, Structural, Strategic, Object Relations or Narrative), and the ethical and culturally sensitive application of these theories with diverse families. This course requires some directed reflection by the student on her or his family of origin structure and how that might impact that student's work
as a family therapist. (2 credits)

PY 498 Advanced Intervention: Couples
Prerequisite: PY 468. The couple is a foundational relationship in our culture that steadfastly underlies the formation of family and has undergone considerable redefinition in the last decade. In this course, students will learn concepts, assumptions, and techniques of four major models of couples therapy (Problem/Solution Focused, Sound Marital House, Emotionally Focused, Cognitive-Behavioral), and the ethical and culturally sensitive application of these theories with diverse couples. (2 credits)

PY 504 Therapy Practicum Seminar I
Prerequisite: PY 437, PY 439, PY 462, PY 464, PY 466, PY 468, and PY486 or PY 487. This is the first course in the Therapy Practicum sequence. This course provides a small consultation group in which students examine relevant clinical and professional development issues that arise as the result of participation in therapy practica. Students present practicum cases to gain mastery in the integration of theory and practice. Case conceptualizations consider client/therapist relationship, broad system issues (e.g., family, school, community, court, political, other treatment professionals/programs), and areas of diversity and difference (e.g., race, ethnicity, gender, age, sexual orientation, disability, socioeconomic status) as contextual variables. Presentations and discussions are designed to prepare students to successfully complete their Clinical Compentency Exam (CCE) the following semester. (3 credits)

PY 505 Therapy Practicum Seminar II
PY 506 Therapy Practicum Seminar III
Prerequisite: PY 504. This is the second and third course in the Therapy Practicum sequence. These courses provide a small consultation group in which students examine relevant clinical and professional development issues that arise as the result of participation in therapy practica. Students present practicum cases to gain mastery in the integration of theory and practice. Case conceptualizations consider client/therapist relationship, broad system issues (e.g., family, school, community, court, political, other treatment professionals/programs), and areas of diversity and difference (e.g., race, ethnicity, gender, age, sexual orientation, disability, socioeconomic status) as contextual variables. Students complete their Clinical Competency Exam (CCE) in PY 505 during Spring semester. Successful completion of the CCE is required to receive credit for these courses and the Therapy Practicum. (2 credits and 1 credit, 3 credits total)

PY 507 Therapy Practicum Seminar I and II (combined)
Prerequisite: PY 504. Students completing their Therapy Practicum prior to Summer semester register for this class in lieu of PY 505 and PY 506. This course provides a small consultation group in which students examine relevant clinical and professional development issues that arise as the result of participation in therapy practica. Students present practicum cases to gain mastery in the integration of theory and practice. Case conceptualizations consider client/therapist relationship, broad system issues (e.g., family, school, community, court, political, other treatment professionals/programs), and areas of diversity and difference (e.g., race, ethnicity, gender, age, sexual orientation, disability, socioeconomic status) as contextual variables. Students complete their Clinical Competency Exam (CCE) in this course during Spring semester. Successful completion of the CCE is required to receive credit for this course and the Therapy Practicum. (3 credits)

PY 509 Consulting in Schools
This course focuses on the application of consultation theory. The course emphasizes understanding the various stages of successful consultation, identifying potential problems that may arise during the consultation process and overcoming those problems. School based consulting is a major focus. (3 credits)

PY 510 Introduction to Forensic Psychology
This course introduces students to the field of forensic psychology, its history and impact in today's world. The focus will be on the relationship between law and psychology, the mental health system, mental illness and criminal conduct. A brief introduction to the legal system will also be included. (2 credits)

PY 511 Independent Study I
PY 512 Independent Study II
PY 513 Independent Study III
Students may undertake supervised study or tutorial arrangements as a means of conducting an in-depth investigation of a subject or to study an area not covered by the regular curriculum. Independent studies must be approved by the Program Director prior to registration. A maximum of 3 credits of Independent Study may be applied toward degree requirements. (PY 511 – 1 credit, PY 512 – 2 credits, PY 513 - 3 credits)

PY 516 Effective Educational Models and Literacy
This course will address such topics as current educational issues, educational mandates, schooling in a changing pluralistic society, human relations and discrimination issues in education, legal, and political forces impacting American education, and the teacher's professional roles and responsibilities. Examining the child as an individual and as part of a larger community will allow the course to cover topics to examine the child as "learner", the psychology of human learning, cognitive/social development, psychology of the exceptional child, and cross-cultural human relation perspectives in psychology and education. Literacy theories, literacy program, model classrooms and the evaluation of curriculum are also explored. (3 credits)

PY 517 Prevention and Crisis Intervention in the Schools
This course examines the history and theoretical models of prevention. Crisis intervention theory and strategies in school settings will be the focus of secondary intervention approaches. Prevention and crisis intervention for child-centered issues such as abuse, divorce, family violence, loss, school-based violence, and suicide is stressed. (2 credits)

PY 518 Career Counseling and Vocational Assessment
Prerequisite: PY 453. This course will introduce student to career development theories and decision-making models, and occupational information sources and systems. Vocational assessment instruments and techniques, occupational decision-making, patterns of work adjustment, and career development program planning will be addressed. (2 credits)

PY 520 Evaluation and Treatment of the Adult Offender
Prerequisite: PY 510. This course will explore psychological origins and dynamics of criminal behavior from the viewpoint of psychological theories. Treatment of the different types of offender populations (antisocial personality, female offenders, sex offenders, etc.) within the criminal justice system will be discussed. It also explores psychological theories related to etiology, development and prediction of violent crime, and types of intervention possible within the criminal justice setting. Topic areas may include special offender populations (sex offender, offenders with developmental disabilities or those classified as mentally retarded). (2 credits)

PY 521 Evaluation and Treatment of the Juvenile Offender
Prerequisite: PY 510. This course addresses psychological factors leading to the causes, assessment, classification and treatment of juvenile delinquency. It examines both psychodynamic and developmental approaches, emphasizing neurotic, constitutional and psychopathological factors contributing to delinquency. Major psychological treatment approaches, with relevant case studies presented for illustrative detail, will be reviewed. This course analyzes legal and institutional responses to juvenile crime from the perspective of learning theory and development psychology. The role of the forensic specialist in the juvenile justice system will be discussed. (2 credits)

PY 523 Mental Health Law
Prerequisite: PY 510. This course offers an examination of mental health law as it relates to civil and criminal practice. The relationship between psychopathology and crime, the insanity defense and other issues of criminal responsibility, competency to stand trial and otherwise participate in the legal process, involuntary hospitalization and the clinician as expert witness will be explored. Case studies and court reports will be used to illustrate the key concepts of this course. (2 credits)

PY 527 Qualitative Methods of Research
Prerequisite: PY 455. The course reviews a variety of qualitative methods. The review covers the essential definition of these methods, their main characteristics, procedures and limitations of qualitative research. (2 credits)

PY 533 Psychology of Women
This course provides a critical analysis of the psychological development of women throughout the life span, including personality, psychosocial and cognitive development. Relevant research and theoretical models are presented. Implications for psychotherapy with women will be addressed. (2 credits)
PY 534 Organizational Behavior
This course explores organizations at the individual and team level, examining the relationship between employees and managers, and employees and teams. It examines the factors that drive productivity and success in organizations including motivation, diversity, work stress, conflict and negotiation, decision-making, personality and attitudes. (3 credits)

PY 535 Separation, Loss and Mourning
This course explores the dynamics of separation, loss and mourning in normal development and as they contribute to psychopathology. Students examine different types of loss: developmental loss, loss of function or role and loss of a loved one through death. In addition to understanding different types of loss, the meanings of loss, the circumstances that exacerbate or mitigate trauma, adjustment to a new reality and the treatment of normal and pathological grief are considered. (2 credits)

PY 536 Organizational Consulting Skills
This course provides students with the knowledge and skills to serve as internal and external consultants to businesses and non-profit organizations. The class reviews individual, group, and organizational assessment strategies. Through case analysis and in-class experiential exercises, students gain skills in project proposal, problem framing, contract development, client relations, and presentation of findings. Legal and ethical issues specific to the consulting role will also be addressed. (3 credits)

PY 537 Forensic Documentation, Report Writing and Testifying
Prerequisites: PY 453 and PY 510. The paperwork and documentation in forensic mental health practice can
be daunting. This course introduces the student to the preparation of psychological reports, depositions and technical reports for court. Students will be oriented to the expectations and psychological and emotional experiences of testifying. Actual testimony and case examples will be utilized in this course. (2 credits)

PY 538 Mental Health Administration
This course prepares students to assume a variety of administrative and clinical/administrative roles within mental health organizations. Course material includes management theory and application; selecting, training and managing staff; organizational leadership strategies; strategic planning and budgeting; evaluation of organizational effectiveness and ethical issues encountered in administrative roles. (2 credits)

PY 540 Wellness, Health and Prevention
Prerequisite: PY 449. This course provides an overview of the professional roles, activities and contexts for psychologists focusing on physical and medical conditions. The major concepts of traditional health and rehabilitation are presented. The course also covers primary prevention activities through control of life style related habits involving substances, and dysfunctional habits in diet and exercise. A holistic biopsychosocial approach is used as a unifying framework. (2 credits)

PY 542 Expressive Therapies
This course provides an introduction to the expressive/creative theories of art, drama, music, dance/movement and writing. The use of creative art modalities and creative processes are examined in the following areas: during intervention in therapeutic and educational settings to foster expression and communication; while promoting integration of physical, emotional and cognitive states; as an enhancement of self-awareness that facilitates change and promotes social well-being; and as a tool for dealing with both countertransference and professional burnout. The course includes both didactic and experiential components to help students make use of the expressive modalities in their clinical and educational practices. No previous experience in the arts is required or expected. (2 credits)

PY 544 Interdisciplinary Arts Studio
Participants will develop expertise in the five modalities of artistic expression (movement, sound, word, performance and visual arts) through experiential exercises, discussions and class projects. The traditional boundaries between artistic disciplines are discussed. The course examines the use of these modalities in therapeutic and educational settings, community development, and for professional enrichment. No previous artistic training is required for this class. (2 credits)

PY 546 Biopsychosocial Aspects of Medical Disorders
Prerequisite: PY 449. Using a biopsychosocial paradigm, this course provides a general introduction to the epidemiology, etiology, assessment and treatment of medical disorders seen by clinical health psychologists. Physical systems covered include cardiovascular, endocrine, gastroenterological, gynecologic, immune, nervous, pulmonary and urologic. Specific medical disorders including AIPY, arthritis, asthma, cancer, chronic pain, headache, heart disease, hypertension, multiple sclerosis, Raynaud's disease, stroke and temporomandibular disorders are also examined. (2 credits)

PY 547 Hypnotherapy
Prerequisite: PY 504. This course considers models of hypnosis and their clinical application. Students participate in demonstrations and have an opportunity to practice methods of hypnotic induction and deepening. (1 credit)

PY 548 Therapeutic Uses of Dance/Movement in Psychology
This course provides an understanding of the inherent relationship between movement, dance and emotional expression. It includes both didactic and experiential components that serve to promote students' awareness of body and movement expression as being intrinsic to the process of self-exploration, learning, creativity and therapy and develop attunement skills that serve to expand and deepen individual or group experiencing and communication. Dance/Movement Therapy is introduced as an alternative therapeutic modality and examined in terms of its historical development, basic theoretical principles, professional training, ethical standards and clinical methodology. No previous experience in dance or movement is necessary. (1 credit)

PY 551 Seminar in Brief Psychotherapy
Prerequisites: PY 462, PY 464, PY 466, and PY468. This course presents theory, methodology and practice of several models of brief psychotherapy, including the crises intervention model. Emphasis is placed on the acquisition of essential skills for the effective practice of short-term psychotherapy. (2 credits)

PY 554 Intentional Use of Music and Sound in Health, Psychology and Education
The goal of this course is to help students develop skills and rationale for the selection of music/sound stimulation for intentional, therapeutic, self-care and educational uses. Topics covered, include the effects of music on physiological response (e.g. stimulative vs. sedative music affecting stress, relaxation, pain stimulation, immune factors, sleep); emotions, cognitive/intellectual development; self actualization; and creativity. Discussions, class demonstrations and projects emphasize factors impacting selection, use and outcome effectiveness of music/sound. Ethical issues for individual and group use, as well as cultural implications of music/sound, are also considered. (1 credit)

PY 556 Psychology, Creativity and Community
This course examines the psychology of creativity from psychoanalytic, behavioral, cognitive, existential, humanistic and physiological theories. Following this, the practical application of creativity theories and research findings are applied to intellectual and emotional growth, community development, and arts production. Specific issues such as collaboration, identity, creative style and moral/social responsibility are highlighted. Students are engaged throughout the class in the process of creativity through individual and group activities. (1 credit)

PY 557 Substance Abuse
This course explores the fundamentals of substance abuse treatment. Models of addiction are reviewed and students are exposed to issues involved in treatment, including denial, continued use while in treatment, the importance of family functioning and adult/child pathology. A survey of the types and classes of addictive substances are covered. (2 credits)

PY 558 Introduction to Drama Therapy
This class will focus on an introduction to theoretical terms and metaphors. Major theatrical movements and terns will be related to drama therapy. In addition, this class gives an overview of the history of drama therapy from the earliest recorded reference of theater in the treatment of the mentally ill to modern day practices. There will also be a brief survey of the three major theories of drama therapy. (1 credit)

PY 564 Applied Stress Management
Prerequisite: PY 449. Inducing a relaxed state is one of the major interventions in psychology, especially in health and rehabilitation contexts. This course provides a rationale for the use of such techniques by examining the concept of stress and ways of coping. It then provides an overview of the various specific techniques used to induce a relaxed state, with some guidance for use with different client populations or target problems. Direct instruction for induction procedures and subsequent use in clinical settings is provided. (2 credits)

PY 568 Trauma Therapy in Clinical Practice
This course will examine the psychological and physiological impact of trauma on individuals and systems. Particular consideration will be paid to issues of acute reaction, adaptations to trauma, memory mechanisms and processes, and practical applications in therapy. Developmental, social, cultural, and multicultural issues in assessment and treatment of trauma and traumatic stress will be considered. Multiple types of trauma and a variety of treatment models will be explored. (2 credits)

PY 570 Applied Neuropsychology
Prerequisite: PY 479. This course will familiarize students with the most commonly used neuropsychological tests including their administration, scoring, and interpretation, with emphasis on integrating test results with interview, observational, historical, and medical information for the purposes of diagnosing brain disease or dysfunction, assessing change in brain function, and making recommendations. (2 credits)

PY 571 Psychology of Aging
Prerequisite: PY 439. This course discusses biological, social and psychological factors related to late life issues. Relevant research and theoretical models are presented. Attention is given to issues specific to psychological testing and psychotherapy with the elderly. (2 credits)

PY 574 Play Assessment and Treatment
Prerequisites: PY 437, PY 462, PY 464, PY 466 and PY 468. This course will review multiple theoretical play therapy perspectives in the assessment and treatment of children from early childhood through early adolescent developmental stages. Cultural, socioeconomic, gender-related, and religious influences as they occur in the multiple systems of children's lives will be identified. Non-verbal and verbal therapeutic modalities will be explored. (1 credit)

PY 575 Child and Adolescent Psychopathology
Prerequisites: PY 423, PY 424 and PY 437. This course offers an in-depth exploration of the syndromes of psychopathology observed in children and adolescents. In addition to examining the descriptive characteristics of each syndrome, leading etiological theories and relevant research are considered. Epidemiological trends and developmental factors relevant to clinical work with children and adolescents are also studied. (2 credits)

PY 577 Assessment of Children and Adolescents
Prerequisites: PY 437 and PY 453. This course covers the selection, administration, scoring and interpretation of cognitive, personality, and educational tests, as well as behavioral rating scales, commonly used in psychological assessment of children and adolescents. Integration of information from diverse tests into a written report is also covered. Special considerations that arise in assessing these age groups are emphasized throughout the course, including interpretation within a normative-development framework. (2 credits)

PY 578 Diversity in Clinical Psychology III
Prerequisites: PY 433 and PY 446. Through a combination of lecture, experiential activities, small group discussion and teaching, students will gain a deep appreciation for issues of privilege, power, allocation of resources, prejudice, oppression, culture and world view. The course will examine the effect of privilege on stigmatized groups and the clinical effects of disenfranchisement. Students will serve as teaching assistants for sections of Diversity I, processing the experience of education of others on the above issues in this course. (2 credits)

PY 579 Psychotherapy with Children and Adolescents
Prerequisites: PY 437, PY 462, PY 464, PY 466 and PY 468. This course examines the relevant therapeutic and developmental considerations encountered in psychotherapy with children and adolescents. In addition to a survey of the major theoretical approaches and the basic techniques of child and adolescent psychotherapy, topics considered include: working with parents and schools, the importance of the context or referral and treatment and the relationship between a child's developmental stage and therapeutic activities and goals. (2 credits)

PY 580 Gay, Lesbian, Bisexual and Transgendered Clients: Cultural Considerations
This course will introduce special considerations in working with gay lesbian, bisexual and transgendered (GLBT) clientele, including issues of coming-out, identity development, surrogate families, GLBT subcultures, gender roles, relationship issues, experiences of prejudice and oppression, homophobia, heterosexism, barriers to affirmative treatment, being GLBT and a member of another stigmatized group, and the gay pride movement. This course also offers an historical perspective on psychology's conceptualization and treatment of GLBT people. (2 credits)

PY 582 Perinatal and Neonatal Stress and Adjustment
Prerequisite: PY 437. This course introduces students to the complex emotional issues involved when babies are born early or ill. It will explore the challenges, adjustments and losses faced by parents during this crises. It will investigate ways in which psychologists can interface with both parents and professionals to facilitate communication with healthcare providers, parent integration in the NICU and optimal family development. (2 credits)

PY 586 Supervision
Prerequisites: PY 462, PY 464, PY 466 and PY 468. This course introduces students to a range of supervision models that can be used to monitor performance, facilitate supervisee growth and improve quality of therapeutic and assessment services. Students will supervise a less experienced trainee in a clinical course or on a practicum in addition to participation in class discussion and activities. Supervision of supervision, ethical issues and legal obligations will also be addressed. (2 credits)

PY 588 Learning to Teach
This course will introduce students to issues of classroom instruction, adult learning models, learning assessment, exam and project development, facilitation of discussion and class activities, grading, and syllabi creation. As a component of class activities, students will act as a teaching assistant in an additional course. (2 credits)

PY 596 Underserved Youth: Cultural Considerations
This course explores individual, family and community intervention strategies for working with traditionally underserved youth. In addition, barriers to successful intervention, protective factors, issues of transference/countertransference and the impact of prejudice and oppression on therapy and assessment with a range of groups (i.e., low SES, African American, Latino, specially-abled) will be addressed. (1 credit)

PY 597 Underserved Adults: Cultural Considerations
This course explores individual, family and community intervention strategies for working with traditionally underserved adults. In addition, barriers to successful intervention, protective factors, issues of transference/countertransference and the impact of prejudice and oppression on therapy and assessment with a range of groups (i.e., low SES, African American, Latino, specially-abled) will be addressed. (1 credit)

PY 598 Gender and Transgender
Using a feminist framework, this course will address social contexts and issues impacting gender roles of females, males and transgendered persons. It will explore traditional gender role expectations, the social systems that reinforce traditional presentations, gender development theories and the unique challenges encountered when working with transgendered clients. (1 credit)

PY 599 International Populations: Cultural Considerations
This course explores individual, family and community intervention strategies for working with international clients in the U.S. The course will address barriers to successful intervention, culture-shock, acculturation issues, protective factors, differences across culture/homeland variables that form identity, transference/ countertransference issues and necessary adjustments to the assessment and therapeutic process when working with this population. (1 credit)

PY 604 Advanced Practicum Seminar I
Prerequisite: PY 506 or PY 507. This is the first course in the Advanced Practicum sequence. The Advanced Practicum is designed to offer students advanced experience in a particular area of interest. This course provides a small consultation group in which students examine relevant clinical and professional development issues that arise as the result of participation in Advanced Practica. Students present practicum cases to gain mastery in the integration of theory and practice. Case conceptualizations consider client/therapist relationship, broad system issues (e.g., family, school, community, court, political, other treatment professionals/programs), and areas of diversity and difference (e.g., race, ethnicity, gender, age, sexual orientation, disability, socioeconomic status) as contextual variables. (2 credits)

PY 605 Advanced Practicum Seminar II
PY 606 Advanced Practicum Seminar III
Prerequisite: PY 604. This is the second and third courses in the Advanced Practicum sequence. The Advanced Practicum is designed to offer students advanced experience in a particular area of interest. This course provides a small consultation group in which students examine relevant clinical and professional development issues that arise as the result of participation in Advanced Practica. Students present practicum cases to gain mastery in the integration of theory and practice. Case conceptualizations consider client/therapist relationship, broad system issues (e.g., family, school, community, court, political, other treatment professionals/programs), and areas of diversity and difference (e.g., race, ethnicity, gender, age, sexual orientation, disability, socioeconomic status) as contextual variables. (1 credit each, 2 credits total)

PY 607 Advanced Practicum Seminar II & III (combined)
Prerequisite: PY 604. Students completing their Advanced Practicum prior to Summer semester register for this class in lieu of PY 605 and PY 606. The Advanced Practicum is designed to offer students advanced experience in a particular area of interest. This course provides a small consultation group in which students examine relevant clinical and professional development issues that arise as the result of participation in Advanced Practica. Students present practicum cases to gain mastery in the integration of theory and practice. Case conceptualizations consider client/therapist relationship, broad system issues (e.g., family, school, community, court, political, other treatment professionals/programs), and areas of diversity and difference (e.g., race, ethnicity, gender, age, sexual orientation, disability, socioeconomic status) as contextual variables. (2 credits)

PY 630 Proposal Development Seminar
Prerequisite: PY 455. Through weekly meetings with peers and their dissertation chair, students complete their dissertation proposal in this course. Students present their dissertation ideas to their chair and their peers and, through feedback and independent work, craft a high quality dissertation proposal. Students that register for this class must complete their dissertation within the articulated areas of expertise and within the methodologies/types of dissertations approved by their chair. (3 credits)

PY 631-635 Dissertation Maintenance I-V
Prerequisite: PY 630 and the previous semester of Dissertation Maintenance. Students meet regularly with their dissertation chair in small groups to monitor their ongoing progress on their dissertations. Specific deadlines are set for the completion of committee approval of the proposal, IRB application, submittal of the dissertation draft to the committee and oral defense. Students must register for Dissertation Maintenance every semester after the completion of PY 630 until the dissertation is complete. A total of 5 semesters of Dissertation Maintenance is required, in addition to the completion of PY 630, to complete the dissertation. (2 credits each)

PY 636 Continuing Dissertation
Prerequisite: Successful oral defense of the dissertation, incorporation of all required committee revisions and permission to proceed to copy editing. Students work independently with a Copy Editor to ensure appropriate formatting and presentation of their dissertation. A maximum of two semesters of PY 636 are permitted. Students are considered less than half-time as a result of enrollment in this course. (0 credits)

PY 650 Internship I
PY 651 Internship II
PY 652 Internship III
Prerequisite: Internship eligibility (see detailed Internship information under "The Program" section). Students must register for Internship during each semester while on internship. A total of 3 full-time semesters of Internship are required for graduation. (0 credits)

PY 660-PY 665 Half-time Internship I-VI
Prerequisite: Internship eligibility (see detailed Internship information under "The Program" section). Students must register for Internship during each semester while on internship. Students completing a half-time internship, register for six semesters of half-time Internship in lieu of registering for Internship I-III. (0 credits)