**The Program**

The Master of Arts program in clinical psychology at American International College is based on an integrated curriculum intended to produce clinicians trained in theory, research, and clinical skills. Students accepted into the Master of Arts program can elect to specialize in mental health or forensic psychology.

**The Mental Health Concentration**

This concentration is designed to meet the educational requirements for a licensed mental health counselor (LMHC) in the Commonwealth of Massachusetts, and similar professional designations in other states. The 60 semester hour mental health concentration includes coursework in research, assessment, counseling, psychopathology, human development, and ethics. A pre-internship clinical practicum is required, and is followed by a 600 hour clinical internship.

**The Forensic Psychology Concentration**

This concentration is also designed to meet the educational requirements for an LMHC. This concentration is a 66 semester hour program that incorporates courses from the mental health concentration. The forensic psychology concentration also includes six semester hours of forensic psychology coursework, along with a pre-internship practicum and a 600 hour forensic internship.

Students are responsible for ensuring that they meet all state licensing requirements as promulgated by the Massachusetts Board of Registration of Allied Mental Health Professionals or by the appropriate board in the state in which they wish to practice.

**Admission Requirements**

The Clinical Psychology program offers rolling admissions, accepting applications throughout the year and allowing individuals to begin their studies in any one of our fall, spring or summer semesters. Decisions are rendered within 4 to 6 weeks of receipt of the completed admissions materials. The following items are necessary for candidacy to be considered:

1. Completed Graduate Admission Application form.
2. Payment of a $50.00 non-refundable application fee.
3. Two letters of recommendation, of which one must be academic
4. Sealed, official transcripts of all previous academic work from a regionally-accredited institution, minimum 2.75 cumulative GPA. Transcripts from non-US countries must be evaluated through a recognized evaluation service. We accept all evaluations from all active members associated with the NACES organization (www.naces.org).
5. A one-page personal goal statement highlighting your desire to pursue this degree and its benefits to you, both personally and professionally. Current resume, if applicable.
6. Official TOEFL scores. Students whose native language is not English are required to demonstrate English language proficiency through acceptable TOEFL scores. The TOEFL score is valid for two years from the exam date. Applicants will be granted an automatic TOEFL waiver if they have earned an undergraduate degree in a country whose official language is English.

**Degree Requirements**

* **PSY5205**: Applied Research Methodology
* PSY425: Counseling Theory and Practice
* PSY488: Occupational Information
* PSY500: Diagnostic Assessment I: WISC and WAIS
* PSY501: Diagnostic Assessment II: Diagnostics and Projectives
* PSY505: Group Counseling
* PSY512: Systems and Theories in Psychology
* PSY514: Psychology of Learning
* **PSY5345**: Advanced Abnormal Psychology
* PSY516: Issues and Ethics in Psychology
* PSY521: Family Counseling
* PSY531: Pre-clinical Practicum (2 semesters, 6 credits)
* PSY532: Psychopharmacology and Substance Abuse
* PSY540: Clinical Internship (2 semesters, 9 credits)
* PSY558: Therapeutic Techniques and Consultation
* PSY614: Psychology of Development
* PSY615: Social Bases of Behavior
* PSY580: Principles in Forensic Psychology#
* PSY585: Assessment Techniques in Forensic Psychology#

\* An abbreviated 48 semester hour program is available for those who do not wish to pursue licensure. With this option, students are exempt from taking PSY488, PSY505, PSY516, PSY615.

# Forensic Concentration only.

**PSY5036 - Behavioral Statistics (3)**

Coverage includes descriptive statistics: central tendency, variability, transformed scores, graphing, skewness and kurtosis. Also included will be probability and inferential statistics, including z test, t tests (one and two sample), ANOVA, Chi square and the Pearson r. Basic preparation in mathematics is needed. PRE-REQUISITE(S): Preparation in math

**PSY5205 - Applied Research Methodology (3)**

This course links statistical analysis and research methodology in order that the student may become a sophisticated research consumer as well as research producer. The student must learn to understand the logic of the research enterprise and have a basic grasp of the conceptual base on which the statistical tests of significance rest. Understanding research strategy and the logic behind the statistical tests is the underlying theme of the course. This will allow students to understand the nature of empirical research in developing education interventions and therapeutic strategies. Students are also required to learn the SPSS computer program. PRE-REQUISITE(S): PSY2302 or PSY5036 or its equivalent.

**PSY5215 - Counseling Theory and Practice (3)**

This course will examine in some detail the influence of psychoanalytic, interpersonal/social, cognitive, and behavioristic theories on present therapeutic techniques. Each style of counseling is evaluated and the relationship between the nature of the disturbance and the effectiveness of each approach is discussed. The response to counseling of those from various racial and cultural groups will be considered. Classroom discussion will be used in conjunction with film and audio tape presentations to translate theoretical understanding into effective counseling behavior. PRE-REQUISITE(S): None

**PSY5225 - Family Counseling (3)**

This course will provide students with a solid basis in General Systems Theory. Coverage will include theories and techniques that could be used by the psychologist in dealing with the family. Topics will include initial interview skills, therapeutic intervention techniques, and the application of systems theory to the family setting. Included will be usefulness and application of theory to culturally diverse groups, single parent, and blended families. PRE-REQUISITE(S): None

**PSY5230 - Principles and Practices of Guidance (3)**

This is an introductory course designed to acquaint the student with the basics of the need, meaning, and ethics of guidance services. Issues related to school guidance practices, with an overview of the role and function of the school counselor, will be reviewed. Specifically, student scheduling, testing and assessment, career guidance, and college placement will be emphasized. Current trends in the field, as well as general guidance issues, will be explored. Emphasis will be placed on the fact that the guidance counselor serves as part of a collaborative team with a strong focus on consultation.

**PSY5240 - Theoretical Basis for School Counseling Practice (3)**

This course will provide students with a broad, integrated perspective on the discipline of psychology and its practice. Students will begin with an overview of the philosophical ideas from which psychology developed. Major theoretical positions in psychology will be explored from an historical perspective moving to the present positions and focusing on current practice. These include: Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalysis, Social Learning, Information Processing, and Cognitive models. Emphasis is placed on the educational and clinical implications of these basic positions. The neurological basis of learning and memory will be considered also. The student will develop an understanding of current trends in practice through a basic understanding of the theoretical foundations of psychology.

**PSY5241 - The Juvenile Justice System (3)**

An in-depth look at the juvenile justice system from its historical origins to current practices. Special emphasis is placed on juvenile justice terminology, landmark cases, and procedures used with juveniles and their families. The social, economic, and racial considerations of juveniles in difficulty with the law will be considered. PRE-REQUISITE(S): None

**PSY5305 - Occupational Information (3)**

This course is designed to acquaint the student with vocational counseling practices. Sources of career information, lifestyle development, advantages and disadvantages of each source, and methods of storing and disseminating information will be explored. An understanding of career development assessment and career counseling techniques will be explored. Current issues in college planning and school-to-work transition programming will be explored. PRE-REQUISITE(S): None

**PSY5315 - Group Counseling (3)**

The emphasis in this course will be on human growth and the counseling process within the group setting. Among the concepts included are curative factors, interpersonal learning, group composition, and tasks and techniques for change. Drug addictions, poverty, and education will be explored in understanding the individual response to group counseling. The class itself will experience these concepts by both participating in a personal growth group and reviewing appropriate literature. PRE-REQUISITE(S): None

**PSY5316 - Principles in Forensic Psychology (3)**

This course will provide students with information about the various forensic activities in which psychologists and other related professionals currently participate. Activities may include competency evaluations, assessment of violent behavior and dangerousness, child abuse/neglect, treatment issues, court testimony, police psychology, and consultation to judges, attorneys, and other law enforcement personnel. Students will obtain information about the numerous roles of professionals in the field of forensic psychology and will develop the skills and knowledge base that will prepare them to continue with specialized training in this area. PRE-REQUISITE(S): None

**PSY5318 - Applied Research in Criminal Behavior (3)**

This course involves doing original research in the area of criminal psychology. Students will be involved in gathering data, statistically analyzing the data, and writing the results of the research project. Students in this course will work as a research team investigating the correlates, theories, personality characteristics, and possible explanations of criminal behavior. PRE-REQUISITE(S): PSY5205

**PSY5322 - Child and Adolescent Development (3)**

This course is designed to give the students general knowledge of the typical course of development in children and adolescents in the major areas: physical, cognitive, and social-emotional. The ages from 3 to 21 will be the focus of the information provided in this course since teachers, school counselors, and school psychologists work within this age group primarily. The relative contribution of heredity and environment are considered when describing and explaining behavior. Specific focus is on the impact of early childhood education, poverty, abuse, and technology on development as well as on the education process. Cultural, English language learning and socioeconomic factors are also addressed within the context of contemporary times.

**PSY5325 - Psychology of Learning (3)**

Intensive coverage of the major learning theories in psychology, and their epistemological roots in philosophy, both from the point of view of rationalism and empiricism. Emphasis, however, will be on the twentieth century and will include Pavlov, Thorndike, Watson, Guthrie, Hull and Skinner as behaviorist-associationists, and Wertheimer, Kohler, Lewin, and Bruner on the cognitive gestalt side. Bandura's social modeling theory will be stressed, including discussions of racial prejudice and attitude change. Piagets cognitive model will be stressed, including discussion of qualitative differences in learning according to developmental stage. Coverage will also include processing models, cognitive acquisition theories, and the basic models concerning the physiology of learning and memory. PRE-REQUISITE(S): None

**PSY5338 - Theory & Practicum - Diagnostic Assessment I: WISC and WAIS (3)**

Provides a thorough understanding of the administration, scoring, and interpretation of both the WISC and WAIS. Subject analysis stresses an understanding of cognitive strengths and weaknesses. Scoring analysis covers comprehensive personality descriptions. Differential diagnosis is also integrated in the course from a treatment-planning perspective. A major emphasis will be placed on the proper administration, scoring, interpretation, and preparation of a written report based on the Wechsler Scales. In addition, direct and indirect assessment techniques will be covered. PRE-REQUISITE(S): None

**PSY5345 - Advanced Abnormal Psychology (3)**

This course examines disorders in adulthood, adolescence, and childhood with consideration of the relationship between biological, social, psychological, and environmental factors, as well as problems in classification and potential behavior systems. The concepts of normal and abnormal will be explored especially when attempting to understand the behaviors of culturally diverse groups. The symptomatological disorders, including borderline personalities, and various phobic and obsessive-compulsive syndromes will be studied. Also covered will be dis-compensation, stress, anxiety, and defense. PRE-REQUISITE(S): None

**PSY5350 - Adolescent Psychology (3)**

This course is a study of adolescent behavior, including current theories concerning the nature of adolescence. Emphasis is placed on physical, emotional, and cognitive forces, and how they interact to shape the adolescent personality. Students write a topical paper on some aspect of adolescence to gain a better understanding of the issues.

**PSY5355 - Systems and Theories in Psychology (3)**

This course traces the history of the major theoretical positions in psychology (structuralism, functionalism, behaviorism, gestalt, and psychoanalysis) from their epistemological, both rationalistic and empirical, and philosophical roots, dating from ancient Greece to the present time. Coverage will include discussions of the scientific method and the philosophy of science. Finally, contemporary positions, especially those involved in the cognitive revolution, will be covered from both the psychological and physiological points of view. Throughout these latter discussions, emphasis will be placed on the developmental aspects of human growth. PRE-REQUISITE(S): None

**PSY5408 - Pre-Internship Clinical Practicum (Two semesters) (3)**

This course provides students with a yearlong opportunity (100 hours) to put their acquired academic knowledge of psychology and counseling into clinical practice prior to their final years internship, when they actually work with clients. This course is normally undertaken in the second year of the program and after PSY425. The practicum is utilized, in part, to meet the requirements for certification as a mental health counselor. In addition to developing counseling skills through the readings and exercises in the textbook, students also role-play counseling in the classroom and on audio and videotapes. Students explore their specific career interests and search for sites for the following year's internship experiences. PRE-REQUISITE(S): PSY5215 and second year status

**PSY5415 - Psychology of Development (3)**

This course addresses the physical, cognitive, and social-emotional development of children, adolescents, adults, and the elderly, including a description of behaviors that are present at the various stages, and explanations for those behaviors in terms of relative contributions of heredity and environment. The sociocultural and social economic factors that may contribute to a development outcome are considered. PRE-REQUISITE(S): None

**PSY5418 - Theory & Practicum - Diag. Assess. II: Pers. & Projectives (3)**

A continuation of PSY500. In this course, the student will be encouraged to develop a personal frame of reference around personality assessment. Specifics include an examination of several traditional and non-traditional diagnostic instruments such as the TAT and Rorschach. Problems involved in assessing dysfunction will be included, as well as the application of assessment and diagnoses to the selection of treatment modalities. PRE-REQUISITE(S): PSY5538

**PSY5430 - Assessment Techniques in Forensic Psychology (3)**

This course will familiarize students with the particulars of forensic assessment and test administration and will deal with techniques of synthesizing and integrating psychological and practical information into an effective forensic report. Emphasis will be placed on formal and informal assessment techniques, presenting problems, presentation of reports, and collaboration with other professionals. Students will develop skills in the assessment and diagnosis of disorders commonly found in forensic settings. PRE-REQUISITE(S): PSY5316

**PSY5520 - Psychology of Human Growth & Development (3)**

Includes studies of current theories of human lifespan development as influenced by genetic, biological and environmental factors; physical, cognitive, intellectual, language, behavioral learning, emotional, and personality aspects of development; the nature and needs of individuals at all developmental levels.

**PSY5530 - Social & Cultural Bases of Behavior (3)**

Includes studies of social psychology; group dynamics and processes; organizational behavior; attribution theory; socially inherited and transmitted patterns of pressure, expectations, and limitations learned by individuals; unique characteristics of individuals, couples, families, ethnic groups and communities; issues and trends in a multicultural society (including culture, ethnicity, nationality, age, gender, sexual orientation, mental characteristics, physical characteristics, education, family values, religious values, spiritual values, and socioeconomic status); and awareness of discriminatory attitudes and beliefs that can have a negative impact on group and individual relationships in various contexts.

**PSY5540 - Helping Relationships (3)**

Includes studies of the basic building block and advanced counseling skills; the collaborative nature of the helper-client relationship; consultation skills; nonverbal and reflecting skills; and the three stage helping model that drives the client's problem-managing and opportunity-developing action: helping clients tell their stories, helping clients determine what they need and want, and helping clients develop strategies to accomplish their goals.

**PSY5550 - Group Work and Therapy (3)**

Group Work and Therapy: This course includes advanced studies of theoretical approaches to and key concepts of group counseling and their practical applications. It focuses on the elements of group dynamics and process; group counseling methods; strategies and skills; historical and cultural contexts in which models were developed; leadership styles and practicalities of creating and leading groups. Learners will research ethical and professional issues in group therapy practice, and analyze various uses of group counseling or supervisory techniques. The role of an effective group leader and group leadership styles, group dynamics, and social and cultural factors in groups will also be considered.

**PSY5560 - Career and Lifestyle Development (3)**

Includes studies of career development theory and research; applications in counseling and educational settings; approaches to career decision-making processes; relationships between career development and life factors; career development exploration techniques; skills for helping individuals consider career choice and lifestyle options; and sources of occupational and educational information.

**PSY5610 - Appraisal and Diagnostic Techniques (3)**

Includes introductory studies of the basic concepts of testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, alternative assessment, and computer-managed and computer-assisted methods.

**PSY5620 - Abnormal Psychology (3)**

Focuses on psychopathology and includes studies of the etiology and categorization of psychopathology; historical, sociopolitical, cultural, behavioral and epidemiological approaches to the systematic description of psychological disorders; use of the DSM-IV-TR in differential diagnosis; potential alternatives to the existing system; and the roles of assessment, treatment planning and intervention for psychological disorders. Learners will identify and articulate the ethical issues related to the diagnosis and treatment of abnormal behavior and mental illness, and will demonstrate knowledge of the major diagnostic categories including current theories related to the development of the disorders and commonly used treatment strategies. Learners will also explore the various emotional disorders and reactions to stress such as anxiety disorders, somatoform and dissociative disorders, affective disorders, and the schizophrenias and related psychotic disorders. Course materials will also facilitate the various disorders related to social mal-development such as personality disorders and sociopathy, substance abuse disorders, eating disorders, and sexual and gender identity disorders.

**PSY5630 - Human Sexuality for Counselors (3)**

This course includes studies of the diverse nature and constructs of human sexuality, sexual identity and sexual dysfunction. Perspectives of human sexuality including biological, behavioral, cultural, social, psychological, as well as clinical factors will be studied. The role of the professional counselor and counseling strategies are considered.

**PSY5640 - Research Methods & Program Evaluation (3)**

This course examines a range of research methods, basic descriptive and inferential statistical analysis, needs assessment, ethical and legal considerations in research, steps of research design and implementation, and the fundamentals of program evaluation through use of qualitative and quantitative methods.

**PSY5710 - Professional Orientation and Ethics (3)**

This course examines the process of ethical decision making in the workplace and the role of the ethical leader. Theories of ethical decision making, principles, and theoretical concepts will be covered. Students also will be encouraged to reflect upon their own ethical code and decision making. Emphasis in this course is on the real life application of theoretical concepts.

**PSY5720 - Practicum in Counseling Psychology (1)**

Optional as determined by state regulations. A pre-internship practice in application of counseling psychology principles and skills. Learners must accumulate a minimum of 100 hours of practicum experience at a faculty-approved site. Includes practice of basic and intermediate individual and group counseling skills with clients to integrate theoretical knowledge from coursework with practical applications. A site-based clinical supervisor and a faculty advisor closely monitor activity of the learner throughout the process to ensure that all practicum activities are appropriate to the field of study. The faculty advisor and field (site-based) supervisor formally evaluate the progress of individual learners. Learners submit a practicum log and reflective essay to chronicle their growth and development, and must receive satisfactory field evaluations.

**PSY5738 - Internship in Counseling Psychology I (3)**

The first of two semesters of supervised internship in counseling psychology designed to integrate theoretical understanding with direct, hands-on exposure to practice. Fieldwork experience serves to provide practice of counseling psychology skills in an applied setting under the supervision of an experienced practitioner. Learners must accumulate a minimum of 300 hours of Internship I (to meet the minimum requirement for the Program's 600 hour total internship hours\*) at a site approved by the faculty in order to complete this requirement. All aspects of psychological practice - appraisal, therapeutic intervention, and consultation -are addressed in the internship experience. Both a site-based supervisor and faculty advisor monitor the activity of the learner throughout the internship process to ensure that all internship activities are appropriate to this field of psychology. The advisor and field (site-based) supervisor formally evaluate the progress of individual learners.

**PSY5838 - Internship in Counseling Psychology II (3)**

Is the second required semester of internship experience in counseling psychology. Learners are required to accumulate a minimum of 300 supervised internship hours to complete this requirement, bringing the total internship hours to 600 to complete the program. (See additional requirements for individual state regulations)

**PSY5938 - Internship in Counseling Psychology III (3)**

Is third semester of internship experience in counseling psychology, which some students may need to complete their state licensure requirements. Learners are required to accumulate a minimum of 300 supervised internship hours to complete this requirement, bringing the total internship hours to 900 to complete the program. (See additional requirements for individual state regulations) (In some states, Students may need to take third internship)

**PSY6110 - Biological Bases of Behavior (3)**

Includes studies of the gross anatomy of the nervous system and the basic relationships between the brain, chemical neurotransmitters and behavior; right and left hemisphere specialization; learning disorders and learning style differences; relationships between neurotransmitters and psychiatric disorders; biological bases of memory systems and retrieval processes including long-term, short-term, episodic and semantic memory.

**PSY6210 - Personailty Theory & Development (3)**

This course includes exploration of the theories, dynamics and processes of personality; the nature and causes of the personality proposed by major personality theorists; various modes of practice derived from psychoanalytic/psychodynamic, psychophysiological, behavioral, cognitive, humanistic, and existential theoretical paradigms; and the symptomologies of major psychiatric disorders; and use of the DSM-IV-TR in practice. In this course, learners will articulate the major psychological theories of personality and the characteristics of an individual which provide the foundation of the personality, and will research the theories of etiology and development of personality characteristics. Learners will also explore psychologically healthy and deviant personality functioning within varied social and cultural contexts and ways in which stable characteristics are modified.

**PSY6220 - Family Therapy (3)**

This course focuses on the history, theory and practice of family therapy, with analysis and comparison of beliefs, therapeutic strategies, and techniques of the most prominent approaches. It includes the study of differences between individual and systems approaches to helping families and the use of the genogram in family therapy, as well as the role and functions of a family therapist. In this course, learners will research and explore specific issues in family dysfunction, including cultural and social phenomena, addictions and abuse, alternative family structures. Learners will also explore current treatment issues in working with diverse family structures, and subsequently better understand the role of marital, couple, and family counselors/therapists in various practice settings and in relation to other helping professionals. The course will also cover ethical and legal considerations specifically related to family and systems related work.

**PSY6225 - Psychology of Behavior Management for Special Needs Children (3)**

Basic behavioral measures and techniques involved in working with special needs children, including theory, assessment, materials, and problem remediation. Special attention is given to communication, observation, and group management skills. PRE-REQUISITE(S): None

**PSY6230 - Psychology of Exceptional Children (3)**

Exceptional children are those for whom special educational programming is considered necessary. In this course, we consider the characteristics, prevalence, etiology, neurological correlates (if applicable), developmental course, assessment, and treatment for the categories of learning disabilities (including reading disability and nonverbal LD), ADHD, Aspergers syndrome, children with limited English proficiency, children from culturally diverse backgrounds, and the gifted and talented. PRE-REQUISITE(S): None

**PSY6310 - Psychopharmacology (3)**

Includes studies of psychopharmacology including ways in which drugs interact with the brain to affect cognitive processes and behavioral states, the fundamental principles of psychopharmacology including pharmacokinetics and chemical neurotransmission; specific classes of drugs and their applications to the treatment of psychological disorders including anxiety, depression, bipolar mood and psychotic disorders; and substance use and abuse through topics including basic neurophysiology, addiction processes and the effects of licit and illicit drugs.

**PSY6330 - Theories of Learning Disabilities (3)**

This course is designed to familiarize the student with the field of learning disabilities and acquaint students with the various concepts of learning disability and the changing and developing perspectives during the past 20 years. Included will be a review and evaluation of the evidence for the existence of a social learning disability and nonverbal learning disabilities. The evidence for a neurological basis of learning disabilities is explored. Definitions and terms are introduced and discussed. Particular emphasis is placed on the concept that a learning disability is not a single entity that will respond to a single remedial strategy, but exists rather as a multi-dimensional phenomenon basically occurring in the context of school-related tasks. PRE-REQUISITE(S): None

**PSY6410 - Substance Abuse and Addictive Disorders (3)**

Includes studies of historical and societal aspects of drug use and abuse; core concepts of sub-stance use, abuse and dependence; the etiology of drug abuse; neurophysiology of addiction; ef-fects of licit and illicit drugs; and effectiveness of treatment methods and preventive strategies for addictions to food, sex, alcohol, drugs, work, gambling and relationships.

**PSY6505 - Issues and Ethics in Psychology (3)**

The purpose of this course is to acquaint the student with the major issues in the practice of psychology. The course will involve an intense analysis of the philosophical, technical, and consultative issues contributing to the professional identity and function of the psychologist in a public school or clinical setting. Emphasis will be placed on the setting, the practical application of theory, and the demands placed on the setting, the practical application of theory, and the demands placed on the practicing school psychologist. This course stresses professional ethics and general standards of conduct. The guide for this section of the course is the American Psychological Associations Code of Ethics. PRE-REQUISITE(S): None

**PSY6510 - Crisis Intervention (3)**

Includes studies of the theories and principles of crisis intervention as applied to therapeutic strategies for treatment; scientific bases of various approaches to crisis intervention including short-term, long-term and telephone counseling methods; community and societal crisis; interventions with diverse clinical populations; professional skills for intervening, prevention techniques; evaluation of services; and the roles and responsibilities of others participating in crisis intervention.

**PSY6515 - Psychopharmacology and Substance Abuse (3)**

This course covers the fundamental principles of pharmacology, drug actions, tolerance, addiction, clinical use of psychotic medications, substance abuse, and addiction treatment. Research that explores the efficacy of medications taken during treatment, specific treatment programs, and the degree of recidivism is presented. PRE-REQUISITE(S): None

**PSY6578 - Directed Study (3)**

In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty. PRE-REQUISITE(S): None

**PSY6588 - Directed Study (3)**

In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty. PRE-REQUISITE(S): None

**PSY6598 - Directed Study (3)**

In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty. PRE-REQUISITE(S): None

**PSY6605 - Therapeutic Techniques and Consultation (3)**

This course will provide students with techniques to integrate the theories of treatment into specific situations that the counselor or psychologist will confront in actual practice. Topics will range from working with clients in multiple system membership to consultation around behavioral/emotional issues in schools as well as clinics. The consultation model will be considered as it relates to counselors and psychologists within a multicultural model. PRE-REQUISITE(S): PSY5345

**PSY6610 - Theoretical Foundations in Complementary Health Counseling (3)**

This course explores the theory base of complementary health counseling. The seminar begins with a stress and health exploration of the biological bases of health and disease and includes an overview of psycho-neuroimmunology stress and health. The course examines the contributions of learning theory and cognitive behavioral models, learned helplessness and self-efficacy, stress and coping with an emphasis on social bases of health and disease, Engel's bio-psychosocial hierarchy, family systems, health and disease, and concludes with ethno-cultural variables and health and existential and meaning making models.

**PSY6615 - Social Bases of Behavior (3)**

This course covers a number of advanced topics in the general area of social psychology, including cultural, ethnic, and group processes, sex roles, organizational behavior, group dynamics, status and role, attribution theory, and leadership. Special emphasis will also be placed on cultural diversity, including those issues related to racial and ethnic bases of behavior, with a focus on people of color. PRE-REQUISITE(S): None

**PSY6649 - Field Based Research in School Guidance/School Adjustment (3)**

This is an opportunity for students to apply the principles learned in their coursework to the practical application in the area of school counseling in order to improve student service. This is an action-based research project completed as part of a graduate degree. For those students who have decided not to pursue licensure, this research project may be completed in place of the advanced praticum.

**PSY6678 - Practicum in School Adjustment Counseling (3)**

The purpose of the practicum is to provide a culminating experience for the student in a school and/or clinical setting. The student is offered an opportunity to apply skills gained from course work in actual practice of school adjustment counseling. The student works under the direct supervision of a certified or licensed school adjustment counselor with the assistance of a college advisor. The advisor helps the student to develop appropriate goals, to effectively use interpersonal skills, and to determine the areas to be further developed. A weekly seminar class is considered to be component of the practicum in order to provide additional academic information and to discuss practical experiences. The practicum is 900 clock hours (six credits). At this point, the student is employable as a school adjustment counselor, and works independently with mentorship and college supervision. PRE-REQUISITE(S): Completion of all course requirements

**PSY6684 - Independent Study in Forensic Psychology (3)**

In this course, a student pursues, in-depth, an individualized program of reading and/or research with a specific faculty member. PRE-REQUISITE(S): Permission of department chair

**PSY6688 - Practicum in Guidance Couseling (3)**

The purpose of the practicum is to provide a culminating experience for the student in the School Guidance program in a school. The student is offered an opportunity to apply skills gained from course work in actual practice of guidance counseling. The student works under the direct supervision of a licensed guidance counselor with the assistance of a college advisor. The advisor helps the student to develop appropriate goals, to effectively use interpersonal skills, and to determine the areas to be further developed. Periodic meetings are scheduled with students and the college advisor as part of the practicum experience. The duration of the practicum is 450 clock hours, for which three credits are awarded. The clinical experience is a continuation of the practicum and builds upon the experience. At this point, the student is employable as a guidance counselor and works independently with school mentorship and college supervision. The clinical experience is 600 clock hours, for which six credits are awarded. PRE-REQUISITE(S): all prior coursework in program, passage of Communication and Literacy MTELs, GPA of 3.0, and approval of school district and AIC's Office of Field Experience.

**PSY6689 - Advanced Practicum with Seminar (6)**

All prior coursework in program, passage of Communication and Lieracy, MTELs, GPA of 3.0 and approval of school district and AIC's Office of Field Experience.

**PSY6710 - Applications in Complementary Health Counseling (3)**

This course will examine how the theoretical foundations of complementary health counseling are applied in clinical practice. This seminar will begin with a survey of the assessment strategies of the complementary health counselor including bio-psychosocial approaches, interview, observational, and behavioral methods and paper and pencil measures. Students will then proceed to a survey of individual, group, family and large systems interventions, an examination of medical adherence, and conclude with a discussion of supervisory and consultation issues in the field.

**PSY6809 - Clinical Internship (Two semesters) (3)**

This course is primarily an off-campus, supervised work experience, extending from September to May and involving 16-20 hours per week. Practica are undertaken in the final year of the program, with approval of the clinical faculty. On-campus weekly meetings are required and are an integral part of the necessary supervision. All aspects of clinical experience from intake to discharge are acceptable with primary emphasis on face-to-face counseling interaction. May be repeated for up to nine credits. PRE-REQUISITE(S): Permission of program director

**PSY6810 - Contemporary Issues in Complementary Health Counseling (3)**

This course is designed to enable advanced students in the complementary health counseling specialization with the opportunity to consolidate their overall understanding of the field. The course focuses on large systems issues including ethical, legal, and professional concerns; economic, political, organizational, and policy issues, and research methods in Complementary Health Counseling.

**PSY6819 - Clinical Experience in Guidance (6)**

The purpose of the clinical experience is to provide a culminating experience for the student under the direct mentorship of a licensed school adjustment counselor or licensed guidance counselor with assistance from a college supervisor. The student is provided an opportunity to develop and to apply skills gained from course work to actual practice as a school counselor. The advisor and mentor help the student to develop appropriate goals, to effectively use interpersonal skills, counseling skills, and consultation skills, and to determine areas to be further developed. The student is expected to take significant responsibility in developing independence in the application of skills, and must demonstrate competence by meeting performance goals. At least one-half of the clinical experience must be completed in a school setting. Since the student must qualify for an initial license before beginning the clinical experience, this experience may be done on the job and is necessary for the professional license. PRE-REQUISITE(S): Permission of the program director

**PSY6820 - The Psychology of Health (3)**

This course will focus on the cognition of health, which addresses how thinking and reasoning are related to health behavior and illness. The course reviews how various cognitive processes such as risk perception, cost/benefit analysis, judgmental heuristics, norm perceptions, cognitive dissonance, and control perceptions are related to the adoption of healthy and unhealthy behaviors and the processing of health information. The course will also cover the concurrent influence of motivational and affective influences such as defensiveness. Attention will be devoted to how people make health-related decisions (such as whether to screen for cancer), how they respond to health communications, and how they mentally represent illness (as well as the extent to which cognitions determine the course and recovery from illness). This course takes a general theoretical approach.

**PSY6829 - Clinical Experience in School Adjustment (6)**

The purpose of the clinical experience is to provide a culminating experience for the student under the direct mentorship of a licensed school adjustment counselor or licensed guidance counselor with assistance from a college supervisor. The student is provided an opportunity to develop and to apply skills gained from course work to actual practice as a school counselor. The advisor and mentor help the student to develop appropriate goals, to effectively use interpersonal skills, counseling skills, consultation skills, and to determine areas to be further developed. The student is expected to take significant responsibility in developing independence in the application of skills and must demonstrate competence by meeting performance goals. At least one-half of the clinical experience must be completed in a school setting. Since the student must qualify for an initial license before beginning the clinical experience, this experience may be done on the job and is necessary for the professional license. PRE-REQUISITE(S): Permission of the program director

**PSY6830 - Spirituality in Counseling (3)**

This course will focus on the study and application of theory and techniques to assist the counselor in the appropriate integration of spirituality into the counseling process. The course will promote the knowledge and skills that counselors should possess to effectively engage clients in the exploration of their spiritual and religious lives as they relate to other psychological concerns.

**PSY6840 - Nutrition-Health and Emotional Wellness (3)**

This course will focus on the relationship between nutrition, diet, and food and their role in emotional health and wellness. This course will provide students with practical information, critical thinking skills, and the scientific foundation needed to help clients make better informed choices about their diet and health.

**PSY6845 - Advanced Counseling Theory and Practice II (3)**

The purpose of this course is to continue to have school counselors develop the psychological, behavioral, and therapeutic skills in order to provide basic counseling services to students in elementary, middle, and high school. Emphasis will be on the practical strategies to help students with problems such as depression and anxiety that are consistent in most student issues such as academic underachievement, peer relationship problems, cultural differences, emotional disorders, and the issues of homosexual and bisexual youth.

**PSY6850 - Diagnostic Psychoeducational Assessment (3)**

The purpose of this course is to learn to carry out a psychoeducational assessment using appropriate assessment instruments and to write an effective report of the assessment. To achieve this, the class will become familiar with the particulars of testing and test administration, and will critique and study formal and informal tests and testing procedures in the areas of reading, math, language, attention deficit, and behavior. The influence and impact of standardized tests on groups such as racial, ethnic, cultural minorities, and English language learners will be explored. This course will deal with the techniques of synthesizing and integrating psychological and practical information into an effective report and educational plan. Emphasis will be placed on assessment techniques, an overview of presenting problems, the development of appropriate intervention strategies, the presentation of psychological reports, and consultation and collaboration with both parents and professionals. PRE-REQUISITE(S): None

**PSY6855 - Group Testing (3)**

This course focuses on developing an understanding of the nature and function of group assessments. This includes, but is not limited to, such areas as achievement, aptitude, interest, and vocation. The nature and purpose of tests such as the Massachusetts Comprehensive Assessment System as a requirement for high school graduation is also explored. Students will understand the issues of assessment norms, validity, and reliability, as well as general principles of test construction. Emphasis will be on the ability to interpret and integrate information obtained from assessment tools for the purpose of addressing student needs, and on communicating assessment results to students, parents, and teachers. PRE-REQUISITE(S): None

**PSY6889 - Externship in Forensic Psychology (3)**

This course is primarily an off-campus supervised work experience in a forensic setting involving approximately 15 hours per week for an academic semester. All externships are usually undertaken during the final year of the program with approval of the program director. One hour of direct on-site supervision is required and will optimally be provided by a licensed/certified mental health professional. On-campus meetings are also required and are an integral part of the supervision process. All forensic experiences, broadly defined, will be considered as acceptable placements. PRE-REQUISITE(S): Permission of department chair

**PSY6899 - Professional Portfolio (Capstone) (3)**

This course provides a culminating experience that allows each student to reflect on his or her scholarly and professional growth over the program of study. In organizing the portfolio according to program competencies and values, the student provides evidence of his/her meeting those outcomes, as well as concentration-specific and individual goals laid out in the Degree Plan.

**PSY7210 - Advanced Human Growth and Development (3)**

This course focuses on current theories of human development across the lifespan. Consideration of the influence of genetic and environmental factors will be included, as well as an advanced overview of the physical, cognitive, behavioral, and emotional elements of development. The change process and strategies for facilitating appropriate development will be addressed.

**PSY7220 - Advanced Social and Cultural Foundations (3)**

This course focuses on personal and professional awareness and sensitivity to issues of diversity and the impact of culture. Advanced studies will include models of cultural competency in all arenas of diversity, including race, ethnicity, gender, class, ability and more. The course will cover knowledge of pertinent concepts and issues, and acquisition of skills applicable to multicultural situations. The course is also designed to look at issues of oppression in our society and the impact of that oppression.

**PSY7230 - Promoting Personal and Institutional Resiliency (3)**

This course focuses on identifying factors that promote individual and institutional resiliency, especially in times of transition and change. Major theories and research on resiliency at both levels will be covered. Students will have the opportunity to build personal theories of best practice about how to build and nurture resiliency in themselves, their co-workers, and those they supervise.

**PSY7240 - Collaboration, Colleagueship, & Reflective Practice (3)**

This course focuses on critical elements of sustaining individual and institutional health and wellness, as well as promoting optimal performance among individuals. Students will examine literature on the importance of building and maintaining collegial relationships, participating in reflective practice in action, and developing workplace activities that promote learning, sharing, and collaborating among individuals.

**PSY7241 - Clinical Supervision (3)**

This course is designed to provide students with theoretical and practical knowledge of clinical supervision models, methods and issues. The course will explore supervisory roles, evaluation methods, research, and socio-cultural issues in supervision.

**PSY7315 - Psychology Systems and Theories (3)**

This course includes advanced and comprehensive studies focused on the major models and theories of psychology, with a specific focus on the historical western philosophers and philosophies and subsequent theorists and theories that provide the foundations of the established models of modern psychological schools of thought and paradigms.

**PSY7320 - Advanced Professional Orientation and Ethics (3)**

This course includes the study of ethical issues in a variety of counseling settings and includes the moral and legal bases for ethical codes and guidelines for human service professionals. The counseling relationship and ethical and professional conduct, standards, and practices are considered. Issues related to client/counselor conflict and societal, legal and cultural values are included. The course will include a focus on methods and strategies for recognizing and resolving ethical dilemmas.

**PSY7325 - Organizational Theory and Development (3)**

This course focuses on developing an understanding of the effects of organizational and managerial practices on individual self-fulfillment and systems effectiveness. Foundational theories of organizational development will be covered, as will theories of organizational change. Students will be introduced to action-research methods in organizational development.

**PSY7326 - Advanced Theories of Learning and Behavior (3)**

This course includes studies of the principles and theories of learning and behavior including functionalist, associative and cognitive approaches; and current research and practical applications of learning theories in clinical, educational and other applied settings.

**PSY7330 - Individuals and Groups in Organization (3)**

This course focuses on micro-level topics related to individual and interpersonal processes within an organization, including how individual behaviors, cognitions and perceptions are affected by organizational context, structure, culture, and values. Study of the critical skills needed by managers to support their ability to lead and work effectively in teams as well as to know when teams are not the best way to reach organizational goals is included. In spite of ongoing reliance on teams, many organizations do not create conditions to develop and support high performing teams. This course is designed to develop and hone the team management and membership skills of students. In particular, it focuses on helping students understand how to avoid or manage typical team "traps" that lead to ineffectiveness.

**PSY7350 - Individual and Instituational Ethics (3)**

This course explores the topic of ethics in the professional domain. Students will be exposed to theories of ethical practice on both the individual and institutional levels. There will be opportunities to consider ethical dilemmas that one may face as a practitioner, as well as chances to reflect on one's own ethical code and values.

**PSY7410 - Advanced Group Work: THeory and Methodology (3)**

This course includes advanced studies of theoretical approaches to and key concepts of group counseling and their practical applications. It focuses on the elements of group dynamics and process; group counseling methods; strategies and skills; historical and cultural contexts in which models were developed; leadership styles and practicalities of creating and leading groups.

**PSY7415 - Advanced Abnormal Psychology (3)**

This course focuses on psychopathology and includes studies of the etiology and categorization of psychopathology; historical, sociopolitical, cultural, behavioral and epidemiological approaches to the systematic description of psychological disorders; use of the DSM-IV-TR in differential diagnosis; potential alternatives to the existing system; and the roles of assessment, treatment planning and intervention for psychological disorders.

**PSY7420 - Advanced Appraisal (Test & Measurements for Individ & Grp) (3)**

This course focuses on the study of theory and practice of appraisal, including issues of reliability and validity; evaluation procedures and test administration, as well as clinical and practical aspects of individual and educational testing and clinical diagnosis; integration and interpretation of data from a variety of appraisal procedures; report writing; and the professional communication of appraisal results. It includes legal, ethical and social/cultural issues related to the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, personality and neurological conditions; and computer-managed and computer-assisted methods.

**PSY7422 - Interpersonal and Institutional Communications (3)**

This course explores scholarly literature and research in the field of organizational behavior, focusing on key factors affecting successful communication, both between individuals and within the institution. This course helps students analyze styles and modes of communication in one-to-one, group, and large-system settings. It offers an opportunity to deepen one's own understanding of his/her own communication style and skills, including verbal, non-verbal, perceptual, and cross-cultural theory and research

**PSY7425 - Principles of Psychological Assessment, Tests, & Measurement (3)**

This course focuses on the study of theory and practice of appraisal, including issues of reliability and validity; evaluation procedures and test administration, as well as clinical and practical aspects of individual and educational testing and clinical diagnosis; integration and interpretation of data from a variety of appraisal procedures; report writing; and the professional communication of appraisal results. It includes legal, ethical and social/cultural issues related to the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, personality and neurological conditions; and computer-managed and computer-assisted methods.

**PSY7430 - Advanced Theory and Practice of Career and Lifestyle Dvlpmnt (3)**

This course includes studies of career development theory and research and the application of these in a counseling. Theoretical and operational foundations of career counseling, career decision-making, and career development, including assessment and intervention, as well as various career decision-making processes, are included. The relationship between career development and a range of life factors is considered. Practical skills for helping individuals consider career choice and lifestyle options are included.

**PSY7435 - Leadership, Creativity, and Change (3)**

This course explores scholarly literature and research related to leading organizations through change and sustaining renewal efforts. Application of theories related to leading organizations, organizational change, creative leadership, renewal, and sustaining change will be emphasized.

**PSY7440 - Research and Program Evaluation (3)**

This course includes advanced studies of a range of research methods and program evaluation. Topics include: basic descriptive and inferential statistical analyses, needs assessment, ethical and legal considerations in research and evaluation, research design and implementation, and the purpose, fundamentals and process of program evaluation. Both qualitative and quantitative methods are considered.

**PSY7465 - Advanced Couseling Theory and Practice (Helping Relations) (3)**

This course includes studies of major theories, approaches and procedures in counseling and psychotherapy, their historical-cultural developmental contexts, and their applications and practice. Students will be exposed to an overview of current and emerging approaches to psychological counseling, including psychodynamic, existentialhumanistic, transpersonal, cognitive-behavioral, and systems approaches. Emphasis is on both theory and practical applications of the various approaches.

**PSY7510 - Survey of Research Methods in the Social Domain (3)**

This course focuses on an introduction to the selection and construction of a research design and choice of appropriate research methods for the student's inquiry to be undertaken. A variety of research methods will be reviewed. The design and collection of data, data analysis, and ethical issues related to research with human subjects will be explored.

**PSY7520 - Adult Learning, Motivation, and Transformation (3)**

This course focuses on developing understanding of adult learning and the implications for professional practice. Regardless of role and formal job description, all institutional leaders must interact with adults, and an understanding of the developmental tasks of personal and career cycles is essential. Knowing how to motivate individuals, support them through times of change, and encourage risks that lead to positive transformation will be studied. Course content is designed to stimulate thinking about how to promote growth and transformation in one's own life and with others.

**PSY8001 - Advanced Professional Orientation and Ethics (3)**

This course includes the study of ethical issues in a variety of counseling settings and includes the moral and legal bases for ethical codes and guidelines for human service professionals. The counseling relationship and ethical and professional conduct, standards, and practices are considered. Issues related to client/counselor conflict and societal, legal and cultural values are included. The course will include a focus on methods and strategies for recognizing and resolving ethical dilemmas.

**PSY8005 - Theory Orientation: Supervision with Specific Theoretical Dr (3)**

This course will allow the student to focus on the specifics of supervision within varying theoretical orientations and populations. Noting the theory under consideration directs the learner towards understanding how supervision fits within that theory and methodology.

**PSY8006 - Advanced Counseling Theories and Practice (3)**

This course focuses on the study of theory and practice of appraisal, including issues of reliability and validity; evaluation procedures and test administration, as well as clinical and practical aspects of individual and educational testing and clinical diagnosis; integration and interpretation of data from a variety of appraisal procedures; report writing; and the professional communication of appraisal results. It includes legal, ethical and social/cultural issues related to the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, personality and neurological conditions; and computer-managed and computer-assisted methods.

**PSY8009 - Organizational and Human Flourishing (3)**

This course explores two vibrant and emerging fields: Positive Psychology and Positive Organizational Scholarship (POS). One basic premise of positive psychology is that human flourishing- a life rich in purpose, relationships, and enjoyment -will not result simply by curing pathology but requires building and capitalizing on human strengths and capacities. Topics of study include happiness, positive emotions, resilience, creativity, finding meaning, and optimism. POS investigates collective and emergent processes of optimal functioning, at the levels of individuals in organizations, groups in organizations, and organizations as a whole. POS is premised on the belief that enabling human flourishing in organizations involves unlocking or building potential resources, capabilities and capacities in people, groups and systems. The focus on generative dynamics leads researchers to consider the role of positive emotions, positive meaning, and positive relationships, among other mechanisms as keys to explaining human and collective flourishing.

**PSY8012 - Human Resource Management in Organizations and Institutions (3)**

This course focuses on strategic issues and choices in acquiring, developing, motivating, managing and retaining a workforce, from the perspective of a general manager, or non-HR manager. Topics include employment law, job design and analysis, performance management, HR planning, staffing, training and development, compensation and incentive and employee/labor relations.

**PSY8016 - Advanced Appraisal (Tests & Measurements for Ind. & Grps) (3)**

This course focuses on the study of theory and practice of appraisal, including issues of reliability and validity; evaluation procedures and test administration, as well as clinical and practical aspects of individual and educational testing and clinical diagnosis; integration and interpretation of data from a variety of appraisal procedures; report writing; and the professional communication of appraisal results. It includes legal, ethical and social/cultural issues related to the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, personality and neurological conditions; and computer-managed and computer-assisted methods.

**PSY8020 - Advanced Group Work: Theory and Methodology (3)**

This course includes advanced studies of theoretical approaches to and key concepts of group counseling and their practical applications. It focuses on the elements of group dynamics and process; group counseling methods; strategies and skills; historical and cultural contexts in which models were developed; leadership styles and practicalities of creating and leading groups.

**PSY8024 - Leadership and Politics in Organizations (3)**

This course examines the creation and execution of power relationships, political engagements and communications in institutions and organizations. Leadership styles and strategies for effectively navigating the political landscape with organizations will be explored. Students will have the opportunity to identify, analyze and critique their own social styles and leadership skills as part of their studies.

**PSY8031 - Advanced Theory and Practice of Career and Lifestyle Dvlmnt (3)**

This course includes studies of career development theory and research and the application of these in a counseling. Theoretical and operational foundations of career counseling, career decision-making, and career development, including assessment and intervention, as well as various career decision-making processes, are included. The relationship between career development and a range of life factors is considered. Practical skills for helping individuals consider career choice and lifestyle options are included.

**PSY8208 - Applied Fieldwork/Internship (3)**

This course provides field-based experience that allows students to apply theoretical knowledge to professional and scholarly objectives, and arrange supervision, where necessary. Faculty approval is required before the internship can commence. PRE-REQUISITE(S): None

**PSY8209 - Appreciative Inquiry (3)**

The theory and practice of Appreciative Inquiry, an approach to organizational change that emphasizes identifying and building on the good things that already exist in the system. The emerging field of Positive Organizational Scholarship is studied as well.

**PSY8218 - Practicum in Psychology - Mental Health (3)**

The purpose of the practicum is to provide experience for the student in a clinical setting. The student is offered an opportunity to apply skills gained from course work to clinical practice. The student works under the direct supervision of a certified or licensed psychologist with the assistance of a college supervisor. The student is encouraged to develop goals, interpersonal skills, and to determine any individual framework. Periodic campus meetings are held with the college supervisor. PRE-REQUISITE(S): Advanced Standing and Permission of the Department Chair

**PSY8228 - Practicum in Psychology - School Psychology (3)**

The purpose of the practicum is to provide experience for the student in a school and/or clinical setting. The student is offered an opportunity to apply skills gained from course work in actual practice of psychology. The student works under the direct supervision of a certified or licensed psychologist with the assistance of a college adviser. The adviser helps the student to develop appropriate goals, to effectively use interpersonal skills, and to determine the areas to be further developed. Periodic group meetings are held with the college supervisor in order to provide additional academic information and to discuss practical experiences. PRE-REQUISITE(S): Advanced Standing and Permission of the Department Chair

**PSY8340 - Racial and Ethinic Bases of Behavior (3)**

This course emphasizes cultural diversity, especially regarding persons of color. The focus is on the impact of cultural diversity on psychological health and growth. The students will be involved in becoming familiar with the challenges and opportunities presented by a diverse culture. Although the emphasis will be on persons of color, coverage will also include diversity in other areas, such as gender, socioeconomic class, and cultural background. PRE-REQUISITE(S): None

**PSY8410 - Cognitive Psychology (3)**

This course will provide students with an intensive analysis of cognitive functioning. Different paradigms of information processing, especially those that are developmentally related, will be reviewed with emphasis on cognitive development and assessment. PRE-REQUISITE(S): None

**PSY8418 - Internship (1, 2 & 3) (3)**

These courses will serve to meet requirements for licensure for counselors seeking state licensure and NBCC certification. They will include a practicum course and up to two internships based on the licensing and certification requirements. All aspects of psychological practice - appraisal, therapeutic intervention, and consultation - are addressed in the internship experience. Both a site-based and a college supervisor closely monitor the activity of the learner throughout the internship process to ensure that all internship activities are appropriate to this field of psychology. The college and field (site-based) supervisors formally evaluate the progress of individual learners.

**PSY8420 - Individualized Research Design (3)**

This course focuses on developing an appropriate research design for each student's dissertation proposal. It includes articulating the research questions, choosing the design and being able to articulate its appropriateness to the inquiry at hand, discussing the assets and limitations of the design, human subjects and other ethical concerns, and proposed methods of data collection and analysis.

**PSY8508 - Pre-Doctoral Internship - School Psychology (Two semesters) (3)**

Supervised experience in psychotherapeutic and assessment procedures in an approved clinical facility. Includes seminars and case conferences and must be supervised by a licensed clinical psychologist. The internship may be selected after the student has completed 60 credit hours of doctoral work and involves 16 to 20 hours a week. On campus meetings are also required as a key part of the supervision. Additional requirements may apply. PRE-REQUISITE(S): Advanced standing and permission of department chair

**PSY8518 - Pre-Doctoral Internship - Mental Health (Two semesters) (3)**

Supervised experience in psychotherapeutic and assessment procedures in an approved clinical facility. Includes seminars and case conferences and must be supervised by a licensed clinical psychologist. The internship may be selected after the student has completed 60 credit hours of doctoral work and involves 16 to 20 hours a week. On-campus meetings are also required as a key part of the supervision. Additional requirements may apply. PRE-REQUISITE(S): Advanced standing and permission of department chair

**PSY8635 - Abnormal Psychology (3)**

This course focuses on psychopathology and includes studies of the etiology and categorization of psychopathology; historical, sociopolitical, cultural, behavioral and epidemiological approaches to the systematic description of psychological disorders; use of the DSM-IV-TR in differential diagnosis; potential alternatives to the existing system; and the roles of assessment, treatment planning and intervention for psychological disorders.

**PSY8645 - Biological Bases of Behavior (3)**

This course includes studies of the gross anatomy of the nervous system and the basic relationships between the brain, chemical neurotransmitters and behavior; right and left hemisphere specialization; learning disorders and learning style differences; relationships between neurotransmitters and psychiatric disorders; biological bases of memory systems and retrieval processes including long-term, short-term, episodic and semantic memory.

**PSY8650 - Family Therapy (3)**

This course focuses on the history, theory and practice of family therapy, with analysis and comparison of beliefs, therapeutic strategies, and techniques of the most prominent approaches. It includes the study of differences between individual and systems approaches to helping families and the use of the genogram in family therapy, as well as the role and functions of a family therapist.

**PSY8655 - Human Sexuality for Counselors (3)**

This course includes studies of the diverse nature and constructs of human sexuality, sexual identity and sexual dysfunction. Perspectives of human sexuality including biological, behavioral, cultural, social, psychological, as well as clinical factors will be studied. The role of the professional counselor and counseling strategies are considered.

**PSY8660 - Personality Theory and Development (3)**

This course includes exploration of the theories, dynamics and processes of personality; the nature and causes of the personality proposed by major personality theorists; various modes of practice derived from psychoanalytic/psychodynamic, psychophysiological, behavioral, cognitive, humanistic, and existential theoretical paradigms; and the symptomologies of major psychiatric disorders.

**PSY8665 - Positive Psychology (3)**

This course includes an exploration of the theories, concepts and practice of positive psychology including applications in clinical, coaching, and other settings; promoting psychological health in ones life and practice; the study of positive emotion and life satisfaction; intervention/coaching strategies that address specific life challenges for counselors and their clients.

**PSY8670 - Psychology of Learning (3)**

This course includes studies of the principles and theories of learning and behavior including functionalist, associative and cognitive approaches; and current research and practical applications of learning theories in clinical, educational and other applied settings.

**PSY8675 - Psychopharmacology (3)**

This course includes a focus on psychopharmacology for the counselor. Attention to the ways in which drugs interact with the brain to affect cognitive processes and behavioral states is noted. Study of the specific classes of drugs and their applications to the treatment of psychological disorders including psychosis, anxiety, depression, and bipolar disorders is included.

**PSY8680 - Spirituality in Counseling (3)**

This course focuses on the need of counselors to understand the wide range of religious and spiritual experiences of clients and how these impact mental health and well-being. Included is a study of clients' sense of meaning and purpose in life, as well as their values and beliefs. Consideration is given to the utilization of the client's belief system in furthering counseling goals. The course introduces, as well, transpersonal psychology theory and practice as a framework for professional counseling.

**PSY8685 - Substance Abuse & Addictive Disorders (3)**

This course includes studies of historical and societal aspects of drug use and abuse. It covers core concepts of substance use, abuse and dependence and the etiology of drug abuse. The neurophysiology of addiction and effectiveness of treatment methods and preventive strategies for addictions are covered.

**PSY8690 - Ethics in Supervision (3)**

This course will focus on the ethics and professional orientation for the counseling supervisor, including a focus on dual relationships, legal issues, complex situations in supervision, and a moral and ethical base for the work of supervision.

**PSY8695 - Supervision (3)**

The course focuses on methods and theories of group supervision, with an emphasis on how the group process facilitates learning of supervisees, as well as building the field of inquiry and knowledge acquisition.

**PSY8700 - Honoring Clinician's Values in Supervision (3)**

This course focuses on being aware of and respecting the spiritual orientation, as well as personal and professional values of the clinician being supervised. Included are considerations of different value/spiritual traditions and an inquiry into the nature of how values affect the counseling relationship.

**PSY8705 - Challenges in Supervision (3)**

This course includes focus on a variety of challenging issues in supervision, including verbal and nonverbal resistance by supervisees, issues of transference, breaches of ethics, cultural difference and supervision anxiety. Included is the study of ways to counteract resistance, support supervisee openness and turn the process of challenging experiences into a positive growth experience for supervisees and supervisor.

**PSY8710 - Positive Approaches to Supervision (3)**

This course draws from the theories and themes of positive psychology as an approach to supervision. Considerations of supervisor feedback based in principles of thriving, positivity, and wholeness will be included.

**PSY8715 - Supervision in Family Therapy (3)**

This course focuses on the specific skills needed to supervise family therapists and people working with couples and family groups. The unique role of the family therapist and considerations of how this translates to supervision will be included.

**PSY8720 - Supervision Authenticity (3)**

This course focuses on strategies for helping supervisees identify their own coherent counseling philosophy, personal strengths and weaknesses, and their abiding sense of meaning in the work they do. The course includes strategies for the supervisor in eliciting deep conversation with supervisees and in inspiring supervisees towards their own best practices.

**PSY8725 - Supporting Beginning Therapists in Supervision (3)**

This course focuses on the delicate role of supervising beginning practitioners with an emphasis on supporting the new therapist in a developmental move into a full professional identity.

**PSY8730 - Advanced Topics in Adult Development (3)**

This course focuses on issues and theories of adult development, especially within the context of established psychological and related developmental theories and models. Course content is designed to support professional work with adults through understanding of theories of adult development, life course issues and cultural and biological issues in aging.

**PSY8735 - Advanced Topics in Child and Adolescent Development (3)**

This course focuses on theories and applications of child and adolescent development. Special emphasis is placed on understanding childhood and adolescent developmental processes from holistic perspectives integrating established theories of biological, cognitive, emotional/psychological, moral, and psycho-social development.

**PSY8740 - Advanced Topics in Emotional Development (3)**

This course focuses on developing one's understanding of child, adolescent, and adult emotional development, especially within the context of established psychological and related developmental theories and models. Special emphasis is placed on understanding emotional development and processes from holistic perspectives integrating established theories of biological, cognitive, emotional/psychological, moral, and psycho-social development.

**PSY8745 - Advanced Topics in Personality Theory and Development (3)**

This course includes exploration of the theories, dynamics and processes of personality; the nature and causes of the personality proposed by major personality theorists; various modes of practice derived from psychoanalytic/psychodynamic, psychophysiological, behavioral, cognitive, humanistic, and existential theoretical paradigms; and the symptomologies of major psychiatric disorders; and use of the DSM-IV-TR in practice.

**PSY8750 - Advanced Topics in Family Therapy (3)**

This course focuses on the history, theory and practice of family therapy, with analysis and comparison of beliefs, therapeutic strategies, and techniques of the most prominent approaches. It includes the study of differences between individual and systems approaches to helping families and the use of the genogram in family therapy, as well as the role and functions of a family therapist.

**PSY8755 - Advanced Topics in Group Therapy (3)**

This course includes advanced studies of theoretical approaches to and key concepts of group counseling and their practical applications. It focuses on the elements of group dynamics and process; group counseling methods; strategies and skills; historical and cultural contexts in which models were developed; leadership styles and practicalities of creating and leading groups.

**PSY8760 - Nutrition and Emotional Wellness Connections (3)**

This course focuses on understanding the psychological processes underlying humans' development of eating behaviors and the adoption of both healthy and maladaptive cognitions and behaviors concerning food, eating, and our bodies. Issues to be addressed include: food choice, the development of food preferences, motivation to eat, cultural influences on eating patterns, weight-regulation, body image, dieting behaviors, obesity, eating disorders, and treatment of unhealthy and clinical eating problems. The psychology (not physiological processes) of eating will be emphasized, and psychological problems associated with eating will be thoroughly discussed. Areas of examination include anorexia nervosa, bulimia nervosa, compulsive eating, obesity, and weight preoccupation; discussion of cultural and nutritional factors, family issues, and psychological consequences, as well as preventative and therapeutic interventions. Nutritional needs & food choices for optimal health of individuals across the lifespan and Interrelationship with wellness are also explored.

**PSY8765 - Psychology of Wellness Applications (3)**

Course Description: This course incorporates the traditional evidenced based applications and goals of a psychology of well-being (getting rid of negatives and dealing with ordinary challenges), as well focusing on current methods in Positive Psychology that emphasize growth and excellence. Positive Psychology is the study of how human beings prosper and overcome adversity. Its goal is to identify and enhance human strengths and virtues and allow individuals and communities to thrive.

**PSY8770 - Psychology of Mind/Body Connections (3)**

This course examines basic psychological processes that influence health and illness including perceived control, stress, behavioral conditioning, factors that influence behavioral change, self-efficacy and social support. It examines specific behaviors, illnesses, and physical conditions that are part of the behavioral medicine domain, including: obesity, smoking, cancer, HIV, and hypertension. This course also considers learners holistic approaches to stress management, looking at both cognitive skills and relaxation techniques.

**PSY8775 - Clinical Pharmacology: Considerations for Health & Wellness (3)**

This course is designed to prepare learners to provide guidance and support to clients whose treatment currently includes or might include pharmacotherapy. The purposes, advantages and limitations of specific medications and how to evaluate the usefulness of various medications in conjunction with other treatment approaches will be covered, to include latest information on the effects of psychotropic medications on various groups including children, the elderly, women and different racial and ethnic populations.

**PSY8780 - Principles of Brain Based Learning (3)**

This course offers advanced studies of theoretical approaches to and key concepts of brain based learning and their practical applications to applied psychology and education. It integrates cross-disciplinary research in the neurosciences, cognitive psychology, neuropsychology, and education to provide learners with solid empirical foundations of current theories and models of brain based earning principles.

**PSY8785 - Biological Psychology and Biological Basis of Behavior (3)**

This course focuses on the gross anatomy of the nervous system and the basic relationships between the brain, chemical neurotransmitters and behavior; right and left hemisphere specialization; learning disorders and learning style differences; relationships between neurotransmitters and psychiatric disorders; biological bases of memory systems and retrieval processes including long-term, short-term, episodic and semantic memory.

**PSY8790 - Cognitive Psychology and Cognitive Functions (3)**

This course covers cognitive neuroscience, attention and consciousness, perception, memory, knowledge, representation, language, problem solving and creativity, decision making and reasoning, cognitive development, and intelligence. Students will research theories, models, and scientists from many disciplines, including physics, chemistry, biology, and neuroscience, which contribute to the study of cognition and cognitive science. The course will present from a premise that cognitive psychology, the science of the human mind and of how people process information, is at the core of empirical investigations into the nature of mind and thought, and that cognitive psychology is at heart empirical philosophy. Students will research, assimilate, and understand core questions about thought, language, perception, memory, and knowledge.

**PSY8798 - Directed Study (3)**

This course permits the student, in conjunction with his or her core faculty advisors, to create a mentored-study experience that allows for in-depth study of topic of interest related to the student's doctoral research. The student must create a complete syllabus outlining the learning experience and receive core faculty approval prior to beginning the course.

**PSY9118 - Directed Study in Learning Disabilities (3)**

This course is designed to allow doctoral students the opportunity to explore a single topic in greater detail than might be possible in other courses. This course is only open to doctoral students with advanced standing, who, because of past experience, can demonstrate competence in up to two non-comprehensive exam courses. Under such circumstances, these courses would be waived, and the directed study used in their place. Lab fee is at the discretion of the instructor. PRE-REQUISITE(S): None

**PSY9210 - The Physiological Basis of Behavior (3)**

Introduction to the gross and microscopic anatomy of the central nervous system and to the physiology of the nerve impulse and synaptic transmission. The course reviews the relationship of behavior to the nervous system on such chemical factors as hormones and neural transmitters. A term project is assigned for which the student prepares a paper, lecture, videotape, audio tape, or any combination of these dealing with the physiological correlates of any behavior. PRE-REQUISITE(S): None

**PSY9220 - Multivariate Research Methods (3)**

The focus in this course is on the practical problems involved in real-world research. Topics covered include the nature of causal inference, validity of instruments and design, experimental and quasi-experimental field-based research approaches, design development, and problems involved in the statistical analysis of data obtained from complex design.

**PSY9989 - Dissertation in Educational Psychology (3)**

Limited to candidates for the Doctor of Educational Psychology degree who have successfully completed the comprehensive examination. PRE-REQUISITE(S): Completion of all course requirements

# Financial Aid

Financial assistance is available to graduate students in the form of unsubsidized Federal Direct Loans. Qualified graduate students are eligible to borrow up to $20,500 in student loans to cover tuition and living expenses.

**MA Clinical Psychology Tuition and Costs:**

* MACL courses are $820 per credit
* $50 application fee
* Cost of books vary by course, but we recommend you plan for this expense
* You may be able to transfer up to 9 credits towards your degree. Eligibility could further reduce tuition by up to $7,380

**For more information about tuition and credit transfer eligibility, please contact:**

Kerry Barnes
Director of Graduate Admissions
413.205.3700
**graduate.admissions@aic.edu**

**Funding Support:**

Affordability is not just about the cost of tuition. AIC is committed to helping graduate students access financial support options relevant to their needs. All grad students are eligible for unsubsidized loans (up to $20,500 annually)

**For more information, please contact:**

Patricia Ackerley
Financial Aid Counselor
413.205.3268
**patricia.ackerley@aic.edu**

Or

Sage Stachowiak
Director of Financial Aid
413.205.3521
**sage.stachowiak@aic.edu**

**Veterans Benefits:**

As a GI Jobs "[**Military Friendly School**](http://www.gibill.va.gov/)", AIC is dedicated to helping military professionals assess their eligibility for specific funding and transfer benefits, and to support them in reaching their educational goals. Some highlights include:

* Elective credit for military training and experience
* Participation in the [**Yellow Ribbon program**](http://www.yellowribbonfund.org/)

**For more information about your benefits and veteran's assistance in general, please contact:**

Diane Furtek
Veterans Resource Center Representative
413.205.3211
**diane.furtek@aic.edu**

**Forms**

Click any of the below links to download forms in PDF format.

**Graduate Forms**

[**Graduate Admissions Application**](http://w2.aic.edu/files/graduate/graduate-admission-application.pdf)
[**Certificate of Finances - Graduate**](http://w2.aic.edu/files/graduate/certificate-of-finances-graduate.pdf)
[**Graduate Transcript Request**](http://w2.aic.edu/files/graduate/graduate-transcript-request.pdf)
[**Graduate Recommendation Form**](http://w2.aic.edu/files/graduate/graduate-recommendation-form.pdf)

**Doctor of Education Forms**

[**Doctor of Education Admissions Application**](http://w2.aic.edu/files/graduate/doctor-of-education-application.pdf)
[**Doctor of Education Recommendation Form**](http://w2.aic.edu/files/graduate/doctor-of-education-recommendation.pdf)

**Other Forms**

[**Clinical Observation Form (PDF)**](http://w2.aic.edu/files/graduate/clinical-observation-form.pdf)