

Course Descriptions

PSY 511 Fundamentals of Neuroscience (3 credits)

Starting with a general exploration of the intrauterine development of the neural tube and crest, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will make reference of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be examined in detail.

PSY 512 Neuroanatomy Laboratory. (0 credits) To be taken concomitantly with PSY 511.

The laboratory experience will allow the student to observe the morphological characteristics of the CNS including the spinal cord and its projections, the cranial nerves, the brain stem and peripheral vasculature of the brain. The student will observe the internal structure of the brain at the same time that such information is provided through PSY 511. Special attention will be given to those hypothalamic, limbic and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions.

PSY 515 Human Growth and Development (3 credits)

This is one of the core theoretical courses of the program that also provides an opportunity for the student to develop competencies in the assessment of diverse developmental milestones and neurodevelopmental functions in infants and children. The course begins with a presentation of the process of birth and of the clinical methods utilized to assess normal development during the perinatal stage. It follows with a description of the normal progression of the basic areas including motor, sensory, language, cognitive, social and emotional. Various developmental scales and psychometric instruments will be taught during the semester.

PSY 518 Principles of Psychoneuroimmunology (1 credit)

Psychoneuroimmunology emerges as a science and branch of medicine, which attempts to provide a scientific explanation to the issue of mind/body relationships. In this sense, it proposes, studies and explains the existing communication between diverse body systems that are responsible for maintaining the equilibrium that allows for a harmonic and healthy functioning of the human body. Students will explore the area of psychoneuroimmunology through a review of the principal concepts on the topic, of the scientific literature and through the most current areas of research. The effect of stress upon the immune system is examined. Specific psychological and CBT techniques utilized

by the field of psychoneuroimmunology to treat patients with stress and immune disorders are introduced as well. HIV is explored as an example of a condition that through psychological intervention the Psychologist can impact the psychoneuroimmunological status of the person treated.

PSY 522 Psychology of Personality (3 credits)

The main personality theories are presented and analyzed through this course. The knowledge about the neurobiological substrate of human behavior gathered through the past decades will provide the foundation for the study of the biological basis of personality including temperament, genetic determinants of behavior, extraversion/ introversion dimensions, among others. After familiarizing the student with these concepts and with some of the relevant literature, the course enters into an in-depth exploration of orthodox psychoanalytic theory and into an overview of the main Neo-Freudian theories including Analytical and Individual Psychology of Jung and Adler. Horney's theory is also explored. A general view of Object Relations theory is also provided related to the psychoanalytic movement including the main principles of Melanie Klein, John Bowlby and Margaret Mahler. The rest of the course explores Trait Psychology (Allport, Eysenck, Costa & McCraig), Behaviorism (Pavlov and Skinner) with special emphasis on Social Learning theories (Bandura), and Humanism (Rogers, Maslow and Kelly). The course attempts to develop in the student the capacity to apply those theories to everyday life and to clinical situations. During the process of learning about human personality, the student will write reports and will learn to use the NEO-PI to consolidate the theoretical knowledge obtained through class.

PSY 524 Cognitive and Affective Bases of Behavior (3 credits)

This course covers historical, philosophical and current research issues that have led to the understanding of cognitive and emotional processes. After an examination of the historical roots of the concepts, the research endeavors that shaped both fields will be explored leading to the formulation of theory and to the current knowledge about both processes. The study of emotional process will include laboratory demonstration of the research methodology currently used in many laboratories to study one of the major areas of the field; fear conditioning and extinction. Likewise, current research trends in cognitive psychology will be explored. Both areas will be addressed from their biological, social and psychological perspective. The clinical application of the knowledge and theories on cognition and emotion will be presented wherever is applicable.

PSY 527 History of Psychological Thought (2 Credits)

This course provides a survey of the history of Psychology with emphasis on the philosophical, scientific, sociopolitical and cultural background of each psychological era/movement. The manifestation of the innate vs. environmentalist

approaches throughout history will serve as the frame of reference to the analysis of theories and school of thought. Specific philosophical and scientific issues germane to clinical practice will be discussed including the history of the mind-body dualism. Principles of the Philosophy of Science as they apply to psychological thought, theory building and psychometrics will be presented.

The course will end with an overview of the systems that have most impacted the field of psychology during the last few decades including: humanism, cognitive, systems theory, cybernetics, constructivism, etc.

PSY 541 Fundamentals of Clinical Psychopathology (2 credits)

This course provides the foundation for the rich sequence of courses on psychopathological conditions in children, adolescents, adults and the elderly. It starts with a presentation and analysis of the theories about normality found within the literature and implicit within many psychometric scales and instruments. It follows with an analysis of the experience of stress, loss, trauma, dissociation and other non-pathological human experiences that reflect the borderline between normalcy and psychopathology. It concentrates on the techniques utilized to assess psychopathology within clinical settings with special and detailed attention to the Mental Status Evaluation. The main concepts utilized in the field of psychopathology will be explained. The student will learn the meaning of symptoms, signs and syndromes as these relate to normal and abnormal dynamics of both organic and psychological nature. The course ends with an exploration of the Adjustment Disorders, of DSM-IV "V" codes, of the DSM IV culture-bound syndromes (e.g. nervous breakdown) and of the milder forms of psychological dysfunction.

PSY 573 Ethics in Professional Psychology. (2 Credits)

All professional activities performed by a Clinical Psychologist involve other individuals who are part of society and who are probably served by an organization. Many ethical situations involve conflictive decision making which intends to protect all participants of the issue. Such interactions and the need to safeguard the needs and rights of those being served in the professional context will be a major component of this course. The nature and types of ethical dilemmas will be examined from a conceptual as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical issues that are most confronted in clinical practice.

PSY 581 Introduction to Clinical Practice. (50 hrs.) Year I: First Semester.

This is the first of a series of practicum designed to foster in the student the development of practical clinical skills. Through multiple exercises and after watching many hours of videotapes, the student will learn most of the basic skills needed to conduct initial interviews and to begin a therapeutic intervention. The

practicum focuses on the development of an in-depth understanding of all the main components of the clinical interview. It teaches methods of recording and of analyzing data. It develops full awareness of the different dynamics of the Patient-Clinician relationship. The ethical handling of records and of confidential information will be addressed throughout the semester. The students will master basic skills in the logical and sequential organization of clinical data so that the information obtained through interviews may become meaningful and useful for clinical intervention.

PSY 582 Fundamentals of Clinical Interventions and Emergency Psychology. Year I: Second Semester (50 hrs.)

The course focuses on a detailed discussion of all major psychiatric/psychological emergencies that usually present to the emergency room or outpatient settings. A detailed discussion of suicide/aggression focuses on both psychological and social aspects that complicate this extreme emergency. Emphasis will be placed on psychological interventions, theoretical background and the medical management of emergencies associated to alcohol and substance abuse as well as major psychiatric disorders that may present for evaluation in the emergency room setting.

PSY 621 Descriptive and Inferential Statistics (3 Credits)

The course is designed as an entry level graduate course in statistics and covers inferential statistical techniques to solve applied research problems. Also, the course will provide knowledge and experience in the use of the SPSS program to resolve the basic descriptive and inferential statistical problems.

PSY 622 Psychosocial/Clinical Research Practicum I (0 Credits)

This course is designed to provide students with a supervised research experience with a faculty member of the Clinical Psychology Program. The course will be divided in two main components: Lecture and Practicum. It is expected that the student will spend from four to ten hours per week on practicum activities. The primary objective of the research practicum is to strengthen students' ability to synthesize different phases and components of psychological research related to health psychology, psychopathology, test development and standardization, among other areas. Students will participate in the different aspects of the research projects assigned including; articulation of research questions, literature review, selection of sampling techniques, formulation of design strategies, development of data gathering instruments and other methods of data collection, data analysis, interpretation of results and research report writing.

PSY 623 Psychosocial/Clinical Research Practicum II (0 Credits)

This course is a continuation of Research Practicum III centering on the development of clinical/social research competencies. Students will continue to gain supervised research experience with faculty members of the Clinical Psychology Program. Although some lectures will be provided on practical research issues, most of the time of this research practicum will be spent in developing skills with data collection, data analysis and development of research reports and/or publications. To accomplish these goals students will spend from four to ten hours per week on practicum activities.

PSY 625 Test Construction (2 credits)

This course provides the student with a more in-depth exposure to the process of test construction and validation. It intends to foster a better understanding of the psychometric properties of psychological tests and to develop specific skills in the adaptation of different psychometric instruments to populations different from the one for which the test was constructed and standardized.

PSY 626 Quantitative Research Methods (3)

This course is meant to give graduate students an overview of the two main types of scientific methods used in the field. The main goal of the course is to provide you the information necessary for you to be able to write the methodology section of your doctoral dissertation.

PSY 645 Mood and Anxiety Disorders (3 credits) Prerequisite: PSY 541

This course focuses on the different types of mood/affective disorders including depression, mania, anger and its multiple clinical and syndromal manifestations. It provides the student with an organized clinical frame of reference to diagnose and differentiate these conditions and the theoretical background necessary to understand its etiology and clinical course. Implications for psychodiagnosis and treatment will be explored. The major theories explaining depression and some of the other affective disorders will be introduced including Beck Cognitive Theory, Freud's conceptualization of mourning, attachment theories of depression, Learned Helplessness paradigm from Learning theories and others.

The role of anxiety in our lives will provide the foundation for the analysis of the more disturbing anxiety-related syndromes that frequently presents in clinical practice. Generalized Anxiety Disorder, Phobias, Panic Attacks, PTSD, Obsessive Compulsive Disorders, Somatoform disorder and other Anxiety-related syndromes will be explored throughout the course. Clinical manifestations, differential diagnosis and the somatic and psychological treatment approaches to these syndromes will be emphasized. The Neurophysiology of anxiety will be explored together with the somatic interventions utilized to control it.

PSY 648 Psychopathological Disorders in Children and Adolescents (2 credits)
Prerequisite: PSY 541

A general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence including Autism, ADHD, elimination and eating disorders, behavioral disorders, affective and anxiety disorders. The main theoretical positions available about each condition will be presented to assist the student in gaining an adequate understanding of the underlying dynamics of each condition, in addition to their clinical manifestation.

PSY 652 Cognitive Assessment (3 Credits). Prerequisite: PSY 625

After exploring some of the basic theoretical and psychometric issues surrounding the “intelligence” construct, the course will examine the evaluation of intelligence and other cognitive functions and academic achievement. The main instruments presented are: Wechsler scales (Pre-School, Child, Adult), Test of Non Verbal Intelligence II and K-ABC. Through this course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to ethically and competently administer these tests and other psychometric instruments. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature.

PSY 655 Objective Personality Assessment. (2 Credits). Pre-requisite PSY 652

Objective personality tests have significantly influenced the contemporary practice of professional psychology. The appropriate and ethical use of validated self report inventories of personality and emotional functioning has become critical in a health care climate where cost effectiveness and versatility of applications (e.g., outpatient, forensic, health care settings) are essential. This course will provide the basic knowledge and skills necessary to administer, score, and interpret some of the most commonly utilized non projective personality assessment techniques including the MMPI-2, MMPI-2 RF the MCMI-III and the MBMD. Additionally, the psychometric, test construction, and research aspects of these instruments will be examined throughout the course. Special attention will be given to issues of test applicability considering culture and the context of the evaluation.

PSY 658 Projective Assessment of Personality (2 Credits) Prerequisite PSY 652

Projective assessment techniques are frequently used in clinical contexts as a diagnostic tool. Three types of projective techniques are most popular within Psychology and have been subjected to different degree of empirical scrutiny. These are the inkblot, the thematic, and the paper and pencil tests. This course will focus on the thematic and paper and pencil tests. Students interested in

exploring the Rorschach method have an opportunity to register in a course specifically designed to learn this technique. The thematic tests to be presented through the course are; TEMAS: Narrative/Personality Assessment of the Hispanic Child and Adolescent, Thematic Apperception Test, and the Children Apperception Test. The Koppitz method will be emphasized for the scoring and interpretation of the Draw a Person Test. Different scoring and interpretation systems will be presented for the Thematic and for the Paper and Pencil Tests. This approach will allow students to learn methods that are evidence based and are most likely to yield valid and reliable results. This course will present a multicultural and culturally competent framework for assessment of personality.

PSY 662 Cognitive and Cognitive-Behavioral Therapy (2 Credits)

CBT has become one of the main therapeutic approaches utilized by Professional Psychologists. Backed by an impressive body of scientific research, CBT serves as the intervention backbone for many other subspecialties in the field of Clinical Psychology including Health Psychology, Addiction Psychology, Child Therapy, and others. Based upon the extensive literature on Learning Theories, Cognitive Psychology and Behavior Modification, the most effective Cognitive and Cognitive Behavioral therapeutic modalities will be presented throughout this course; e.g. Cognitive Therapies, Rational Emotive Therapy, Multi-modal therapy, Cognitive-Developmental Therapy. Some of the techniques emphasized during the course are: Systematic Desensitization, Behavior Rehearsal, and Cognitive Restructuring. Multiple behavior and cognitive assessment techniques will be demonstrated and fully covered.

PSY 681 Cognitive Assessment Practicum. (30 hrs.) To be taken concomitantly with PSY 652.

Supervised practice in the administration, correction and interpretation of cognitive assessment instruments. The student will acquire the necessary skills to ethically and competently administer these tests.

PSY 683 Psychotherapeutic Techniques (250 hrs.)

While placed in a community agency during the first semester of the second year the student will attend this practicum to acquire therapeutic skills based upon the Learning Psychotherapy system. Multiple exercises will be performed by the student in the process of developing a solid and coherent set of readily accessible therapeutic competencies. The student will also share their experiences at their practicum sites and will learn how to integrate the skills learned in class to the work being done with patients.

PSY 685 Conceptualization & Intervention Planning (250 hrs.) Prerequisite: PSY 683

This is the practicum experience for the second semester of the second year. The student will be placed in a community practicum site during the semester. Once

per week, the students will meet with their practicum coordinator to discuss relevant issues related to their experience. At the didactic level this practicum will attempt to develop in the student, conceptualization and intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic experiences and case presentations. To achieve these clinical skills the student will be able to integrate the theoretical knowledge and the skills accumulated from previous practica and theoretical courses with the experiences they are having at their practicum site.

PSY 686 Introduction to Psychological Assessment and Testing (2 credits)

This is the first of the sequence of practica offered for the development of assessment and testing skills. The first portion of the practicum focuses on the basic attitudes and skills needed to conduct an assessment. The practicum follows with a presentation of the common assessment techniques with special emphasis on the utilization of data gathering instruments including interview schedules and outlines, assessment scales and brief paper and pencil, thematic and projective techniques.

PSY 688 Practicum Projective Personality Assessment (30 hours) To be taken concomitantly with PSY 658.

Through this practicum students will learn the administration, scoring and interpretation of the projective techniques presented through the Projective Assessment Course. The thematic techniques, especially the TEMAS (Tell-Me-A-Story) test will be the main focus of the practicum. The practicum will prepare students to write personality assessment reports and for conducting high quality, ethically sensitive, feedback sessions.

PSY 717 Clinical Psychopharmacology (2 credits)

The initial portion of the course provides an introduction to pharmacodynamics and pharmacokinetics. It explores the main neurotransmitter systems of the brain and the role they play on abnormal behavior. The rest of the course focuses on the basic pharmacological properties and clinical actions of the main psychotropic medication including: Antidepressants (SSRI, Tricyclics and newer agents), Anxiolytics (with emphasis on Benzodiazepines), hypnotics, mood stabilizers, high and low potency neuroleptics (emphasis on the newer generation of antipsychotic medication).

PSY 721 Advanced Statistics (3 Credits)

Advanced statistical design will address statistical procedures appropriate for the analysis of multivariate psychological data. Topics include: simple and canonical correlation, linear and multiple regression, discriminant analysis, multivariate

analysis of covariance and factor analysis. Practical understanding of these techniques will be achieved through hands-on analysis of research questions using sample databases and computerized statistical packages.

PSY 722 Psychosocial/Clinical Research Practicum III (0 Credits)

This practicum is designed to provide students with a supervised research experience with a faculty member of the Clinical Psychology Program. The practicum will be divided in two main components: lecture/didactic activities and practicum/experiential hands-on opportunities. It is expected that the student will spend from six to ten hours per week on practicum related activities including direct research experiences. The primary objective of the research practicum is to strengthen students' ability to comprehend the different phases and components of psychological research related to health psychology, psychopathology, test development, among other areas. Students will participate in different aspects of the research projects assigned including; articulation of research questions, literature review, selection of sampling techniques, formulation of design strategies, development of data gathering instruments and other methods of data collection.

PSY 723 Behavioral Neuroscience Research Practicum I (0 Credits)

This laboratory provides the students with an introduction to the methods employed by Behavioral Neuroscientists to examine the biological basis of various behaviors in animals and humans. The laboratory is divided in two main components: lectures and hands-on experience. Lecture will focus on the principles, philosophies and theories of the field and on the research techniques of the field. The practicum component of the laboratory will allow students to explore the techniques presented through lectures. Therefore, the main goal of this laboratory is to provide student hands-on experience on the procedures, methods and instrumentation used to study the main issues of relevance to the field of behavioral neuroscience.

PSY 725 Behavioral Neuroscience Research Practicum II (0 Credits)

This course provides the students the opportunity to design experiments related to the field of Behavioral Neuroscience. The students will gain experience in neuroscience experimentation, gather substantial data sets and develop skills in scientific report writing and presentation. The students will apply some of the techniques learned in the Behavioral Neuroscience Laboratory I.

PSY 726 Qualitative Research Methods (2 Credits)

Qualitative research is a multi-method approach to the study of social interactions in natural settings. It involves the collection and analysis of empirical information from multiple sources such as first-person accounts, life histories, visual records,

semi-structured and open-ended interviews, informal and formal observations, biographical and autobiographical materials, among others. The researcher attempts to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

This course is intended to provide the basic knowledge of qualitative research. It will help students develop an understanding, knowledge, skills and comfort with qualitative research methods, as an additional alternative in psychological research. The qualitative paradigm will be presented as complimentary to quantitative methods, rather than contradictory and competitive.

PSY 727 Psychosocial/Clinical Research Practicum IV. (0 Credits)

This course is a continuation of Research Practicum III centering on the development of clinical/social research competencies. Students will continue to gain supervised research experience with faculty members of the Clinical Psychology Program. Although some lectures will be provided on practical research issues, most of the time of this research practicum will be spent in developing skills with data collection, data analysis and development of research reports and/or publications. To accomplish these goals students will spend from four to ten hours per week on practicum activities.

PSY 728 Research Proposal Development and Funding Mechanisms (2 Credits)

The purpose of this course is to guide students to write scientific research proposals for submission to funding agencies. The emphasis is on grant and fellowship funding opportunities most relevant to psychology researchers. The course will offer guidance on selecting a suitable research topic, organize and plan the project, identify a funding agency, write the proposal, and on how to manage the project once it is funded. The course also discusses the ethical responsibilities of the researcher, the proposal review process, and what alternatives are available once a research or a grant proposal is not approved for funding.

PSY 729 Behavioral Neuroscience Research Practicum III (0 Credits)

Students willing to develop additional competencies in the field of neuroscientific research may elect to register in this practicum. This practicum is specially suited for conducting a dissertation research project related to neurosciences, under the supervision of a faculty member. Students will have an opportunity to begin to collect data and to refine their dissertation project. Students may also elect to use this learning experience to prepare a manuscript for publication after collecting pertinent data.

PSY 731 Racial, Ethnic, and Cultural Diversity (3 credits)

The technological advances of contemporary societies have brought human beings from diverse backgrounds closer together. Such demographic changes have urged psychologists and other mental health practitioners to increase their understanding of diversity issues. Contemporary, multicultural societies also require from psychologists a broader repertoire of clinical and psychotherapeutic interventions. This course addresses these critical needs of professional psychologists by exposing students to the theory and practice of multicultural psychology.

PSY 747 Personality and Psychotic Disorders (3 credits) Prerequisite: Psy 645

Through this course the student will be guided through the existing literature on Personality Disorders to read the theories that best illustrate these complex clinical syndromes. Through this approach the student will be able to compare various approaches to the diagnosis, understanding and treatment of the different types of personality disorders including borderline, antisocial, narcissistic, avoidant, schizoid, schizotypal, and others. Various general theoretical orientations created to facilitate the understanding and clinical work with PD patients will also receive special attention including those of Shapiro, Millon, Kernberg and others. The student will obtain a detailed understanding of psychotic processes based upon their readings, the lectures provided and upon the examination of recorded interviews with psychotic patients. This will allow the student to obtain an in-depth understanding of the different manifestations of psychotic symptoms. The main types of psychotic disorders will be presented with emphasis on Schizophrenia, Affective Psychosis, Brief Reactive Psychosis and Paranoia.

PSY 755 Psychoeducational Assessment and Professional Consultation in Academic Settings (2 Credits). Prerequisites: PSY 652

Most psychologists provide services to school age children under different circumstances and for different reasons. This course will prepare the student to respond and to intervene effectively in this type of professional setting. It will also provide advanced skills in psychological testing with children, integration of clinical data and methods of consultation in school settings. The student will learn about additional psychometric instruments and scales useful to address the type of referrals most frequently triggered by the learning problems of school age children. In accomplishing this, the course will examine theories of learning disability (language based, visual-spatial, etc.), neurodevelopmental conditions that interfere with academic performance, behavioral problems usually manifesting in academic settings and the law that regulate the delivery of special education services to qualified students. The dynamics of professional work in school setting will also be addressed in preparing students for a role in these community scenarios.

PSY 757 Advanced Projective Assessment (3 Credits) Prerequisite PSY 658

Projective assessment techniques are an essential component of the Clinical Psychologist's armamentarium of diagnostic tools. The Comprehensive System of Rorschach interpretation is one of the most widely used projective technique. This course will focus on the Rorschach method as a perceptual-cognitive problem-solving task, which has a heavy projective component with abundant scientific evidence supporting its clinical usefulness and versatility. Learning the administration, scoring and interpretation of the Rorschach will be the main objective of the course. Students will also acquire skills in integrating the results obtained from the Rorschach with results obtained from other projective and objective techniques.

PSY 764 Psychotherapeutic and Systemic Interventions with Children and Adolescents (2 Credits). Prerequisite: PSY 648

Through this course the student will be able to get acquainted with the major therapeutic intervention available to address different types of internalizing and externalizing conditions with children. After exploring general therapeutic approaches the course will explore specific therapeutic interventions appropriate to treat various childhood conditions such as: affective disturbances, anxiety disorders, eating and elimination disorders, impulse control, and conduct disorder. The need to integrate individual with family and system interventions in dealing with many childhood conditions will also be addressed during the treatment-planning portion of the course.

PSY 766 Group Processes and Group Psychotherapy (2 Credits)

Basic psychological processes of small groups are initially explored as a foundation to introduce the main theoretical approaches to group therapy. The course provides an in-depth examination of the steps usually conducted to determine the type of group to form and the selection process. The different stage of development of the therapeutic group follows together with the manner in which the different curative factors of group therapy are activated and maintained during treatment. The role of the therapist is emphasized throughout each topic.

PSY 767 Family Therapy and Systemic Interventions (2 Credits)

A brief review of the history of Family Therapy will provide the initial approach to the course and to the analysis of the different types of family therapies. Special attention will be given to structural, systemic, strategic and transgenerational orientations. The student will learn specific Family Therapy techniques needed to assess families (genograms, joining techniques, etc.), will learn to elaborate treatment plans, and to organize and conduct family sessions. Evidence based

interventions with families and couples will be discussed and contrasted with classical models.

PSY 772 Program Development and Administration in Mental Health. (2 Credits).

Students will select a problem, a need, or a social issue that they want to address through some type of action program or project. Throughout the course, the student will learn how to define the problem so that a clear mission is articulated, how to write objectives and how to design the type of program that needs to be developed to address the particular need or interest. The student will be exposed to modern organizational and leadership theories. The financial implications of the project will be explored as the student learns the basics of budgeting, identifying funding sources and the utilization of Management Information Systems. The student will incorporate these models to their particular project, according to the format for program development to be provided.

PSY 773 Supervision and Consultation (3 credits)

This course explores the historical context and the philosophy of supervision. It analyzes the major supervision models and their application to psychotherapeutic and educational/training settings. The differences between the supervisor and consultant role will be explored in the context of the relationship with the supervisee and the consultee. Most common consultation settings for psychologists such as schools and organizations will be emphasized, exploring contemporary strategies and techniques such as coaching and mediation. Students will be given the opportunity to supervise at least one student in their initial clinical practice. Their supervisory work will be monitored and supervised by the course professor. The student will provide a written report on the experience. Every student will identify, analyze, and present in class a critical review of a research article published in the last 5 years, in a topic relate to clinical supervision or consultation.

PSY 785 Clinical Psychology in General Hospital Setting

Clinical Psychologist providing health services frequently work in inpatient hospital settings. However, working in these settings requires specific knowledge and skills related to clinical and organizational issues. The present course addresses these needs. Students will learn the basic rules and protocols usually in place in inpatient settings operating under the guidance of the Joint Commission on Accreditation of Health Care Organizations and similar accrediting bodies. This course will be an appropriate scenario to integrate the theoretical knowledge obtained through the Clinical Health Psychology. This includes, but is not limited to; screening, clinical diagnosis and short term intervention in inpatients with medical and mental health conditions, safety rules and procedures, emergency codes, record keeping procedures, interdisciplinary interactions, bedside manners, and quality assurance methods.

PSY 786 General Clinical Practice: Integration I (250 hrs.) Prerequisite: Psy 685

During the first semester of the third year the student will be placed in a community site to gain additional clinical experience. They will also have a two-hour didactic session where they will share their experiences with the cases they see at their practicum site. Through these discussions, the student will develop the capacity to integrate multiple sources of information to help the clients served. The student will integrate information obtained through interview with data obtained through tests, together with their personal experience with clients. Through this integration, they will be able to develop a more comprehensive understanding of the clinical cases they are treating at their practicum site.

PSY 787 General Clinical Practice: Integration II (250 hrs.) Prerequisite Psy 786

During the second semester of the third year the student will meet with their practicum coordinator to further explore ways of integrating clinical material in such a way as to allow them to gain better understanding of cases and to elaborate comprehensive and realistic treatment plans. During this practicum, the student will develop further competencies in the utilization of Empirically Validated Procedures (EVP). Cases will be presented and discussed with the intention of further delineating clinical syndromes utilizing psychometric and historical information together with patients' response to the intervention. This module will also help the student to gain a broader perspective of the context in which treatment occurs, being this learning objective consonant with their third year academic program. This entails the capacity to integrate different types of treatment modalities including child therapy and systemic interventions, family therapy, advanced psychopathology as well as theoretical information obtained through the other courses of the third year program. Therefore, the student will learn to integrate knowledge from multiple sources within the field of mental health with the information obtained from the patients being served at the practicum sites, as well as learn to derive a deeper understanding of their professional roles and of the intervention strategies available within our understanding of EVP.

PSY 788 Advanced Personality Assessment Practicum. (30 hours).To be taken with PSY 757

This practicum course serves as the skill-building laboratory for PSY 757, Advanced Personality Assessment. Through this laboratory experience, students will learn the administration and scoring of Rorschach protocols. Students will also acquire the basic skills for writing personality assessment reports and for conducting high quality, ethically sensitive, feedback sessions.

PSY 800 Independent Study (up to 6 credits per project)

The student will be able to explore a particular area of scientific and professional psychology under the supervision of one of the program's professors. The nature and extent of the project will be determined & a specific contract will be written which will include all learning objectives. This contract will provide direction to the course and to the evaluation of outcomes.

PSY 801 Teaching Psychology Laboratory. (30 Hours). Prerequisite: PSY 621 & PSY 721

While performing as Teacher Assistant (TA) for the Statistics, Methods, or other graduate psychology course, advanced Ph.D. students will develop the necessary skills for teaching psychology in higher education. Students will have an opportunity to engage in research assistantship (data analysis) as part of the experience, in addition to performing as TA to one of the program's faculty members, especially, for the research professors. As TA, the student will provide lectures, will assist junior students in learning the appropriate use of SPSS and other statistical software programs, and will engage in additional teaching experiences related to psychology. All the activities will be supervised, discussed, and conducted with the course professor.

PSY 811 Anatomy & Physiology for Professional Psychologists (3 credits)

This course expands on the Principles of Neurosciences course in covering the other systems of the human body with special emphasis on those anatomically located in the thorax and abdomen. It covers the basic anatomy and physiology of these systems with brief coverage of the most commonly encountered pathophysiological conditions. This course is elective but highly recommended for all students interested in developing competencies in the subspecialties of Health Psychology and Neuropsychology. It is also recommended for students who plan to attend a healthcare setting for their internships.

PSY 812 Anatomy Laboratory (1 credit)

The Gross Anatomy Laboratory is a specially designed experience to accompany the Anatomy and Physiology Course (Psy 711). Students will actively participate in laboratory experiences with corpuses and lab models to explore the different organs and systems presented for PSY 711.

PSY 814 Psychology of Addictions (2 Credits).

The most common types of addictions will be explored from multiple perspectives including: neurophysiological (brain pleasure centers and neurotransmitters, tolerance, dependence, craving, withdrawal), psychological (attitudes, cognition, identity), family/social (systemic, cultural), and community/government (policies, prevention). Substance abuse will be distinguished from substance dependence. Emphasis will be given to the

diagnosis and treatment of dual diagnosed patients and on the complex interaction between mental health/psychiatric disorders and substance abuse. Evidence-based treatment approaches for different levels of abuse/dependence will be emphasized. Evidenced-based prevention interventions will also receive due attention during the course. The discussion of the prevention and treatment strategies in use in PR will be guided by research findings on efficacy and public policy.

PSY 818 Clinical Health Psychology (2 credits)

This seminar provides an introduction to the field of Clinical Health Psychology. It begins with the history of the specialization, with an analysis of the traditional role of the Psychologist (or lack of) in the health system and leads to the exploration of the advancements in the field of learning, cognition, motivation and psychophysiology, that provide the foundation for the clinical work done in medical settings. The cognitive variables that mostly mediate lifestyle and the perception of health and illness are presented. The research done on stress, illness behavior and on the psychological mediation of pain will be explored. The rest of the course will focus on the psychological correlates/determinants and treatment of various medical conditions including; migraine headaches, diabetes, idiopathic high blood pressure, GI distress, myalgias, etc.

PSY 824. Structural Equation Modeling (2 credits)

The course will introduce students to Structural Equation Models (SEMs) using AMOS, one of the most frequently used software programs for structural equation modeling. Students will learn how SEMs simultaneously model the measurement and conceptual structure of psychological phenomena by combining the statistical techniques such as factor analysis, path analysis, and simultaneous equation models. Through the course, students will be able to learn how to construct, estimate and to interpret SEMs based on data sets provided by the professor or on data related to student's dissertation or other research projects.

PSY 826 Doctoral Dissertation (0 Credits)

The student will register in Psychology 826 during the 4th year and will meet regularly with his/her thesis advisor and other committee members. Through these meetings the student will be guided towards the completion of his/her dissertation project.

PSY 832 Social Bases of Behavior (3 credits)

Social Psychology is an area of psychology that fosters our understanding of how society influences the psychological, behavioral and biological dimensions of human beings. Individuals are socialized within particular contexts and this process manifests itself through his/her perceptions, cognitions, attitudes, emotions, embodiments, and behaviors.

This course provides an overview of the contributions of Social Psychology to different areas of studies, particularly to Clinical Psychology. Special emphasis will be placed on philosophical, cultural, economic, and sociopolitical elements that have influenced its transformation through history. The study of Social Psychology is essential for the understanding of individual and collective phenomena, which is an indispensable tool for mental health professionals. In this course students will explore Social Psychology's theory and practice. Also, they will identify and reflect on the advantages and obstacles that social psychologists face as agents of social change. This will be done with special emphasis of the implications for clinical practice and research.

PSY 836 Psychology of Gender (2 credits)

An exploration of adult personality development forms the foundation of this course with special reflection on gender differences as identified through relevant research and humanistic literature. The different stages of adult development will also serve as the foundation to explore the psychosocial and psychocultural issues that have affected adults in traditional and contemporary societies. The course will address the following topics, among others: Life styles and sexual orientation, the GLBT movement; multilateral and multigenerational relationships and connectedness; social roles, work and community; marriage, pregnancy, mothering and fatherhood, and health and gender. Gender issues, gender roles and gender differences and similarities will be of primary concern for this course. The psychotherapeutic implications of these issues will be addressed throughout the course.

PSY 847 Neuropathological Conditions (2 credits). Prerequisite: PSY 541

Many conditions presenting with psychological and behavioral manifestations are in effect the result of neuropathology. This course will examine those syndromes, their neurocognitive and neurobehavioral sequel, issues on differential diagnosis and intervention strategies including pharmacological, psychotherapeutic, cognitive rehabilitation, case management, inpatient or community based treatment. Among the syndromes to be analyzed the following will receive primary consideration: congenital malformation/abnormalities (e.g. C.P., collosal agenesis), dementia (e.g. Alzheimer), vascular pathologies (e.g. stroke), neoplastic abnormalities (e.g. meningioma). The second part of the course will focus on acquired neuropathological conditions such as traumatic conditions (e.g. Post Concussion Syndrome), infections (encephalitis), and encephalopathies (e.g. Korsakov syndrome).

PSY 851 Neuropsychological Assessment (3 credits) Pre-requisite: PSY 511, PSY 652

This course contains two main components, didactic and experiential. The didactic component concentrates on teaching the students the most commonly encountered neuropathological syndromes addressing their etiology, dynamics,

symptomatology and phenomenology. The second component of the course focuses on the development of competence in the administration, correction and interpretation of neuropsychological techniques. This test will be presented in the context of the different batteries of tests currently utilized to assess attention/concentration, memory, language, motor functioning, visual constructive and nonverbal skills, and executive functions. The student will have the opportunity to perform at least one of these batteries. The students will acquire the ability to recognize the various neuropathological syndromes presented in class and to accurately report test findings.

PSY 868 Advanced Family Therapy (2 Credits). Prerequisite: PSY 767

This elective course will expose the student to advance family therapy assessment, treatment planning and techniques. Couples and family therapy research and evidence based practices will be emphasized. In vivo observations and practica with a standardized couple will complement the course content.

PSY 871 Forensic Psychology (2 Credits)

Mental Health professionals working within legal systems have enjoyed a significant expansion of their roles and responsibilities. Among the traditional roles of Psychologist and Psychiatrist in the judicial system, the assessment of competency to stand trial and issues of criminal responsibility will be analyzed during class. In addition to discussing the interface between psychiatric/psychological practice and the legal system as it pertains to patients' rights, confidentiality, duty to warn, patient-doctor privileges, the course will examine the following issues and legal processes as they pertain to the role of the Psychologist within the legal system: assessment of dangerousness, family violence, custody and parental fitness, civil commitment, Juvenile Delinquency.

PSY 874 Geriatric Psychology (2 Credits)

A developmental approach to aging will serve as the frame of reference to the discussion of the aging process. Normal and abnormal aging progression will be discussed from a bio psychosocial perspective. Consultation and interventions in the context of normal aging will be discussed as it relates to retirement counseling, coping with experiences of loss, death and dying, coping with circumstances of diminished physical, psychological and social functioning, as well as the impact of aging on selfhood during the last stage of the life cycle. The second half of the course will address the most frequently encountered clinical syndrome in older age including cortical and sub cortical dementia, depression and pseudodementia and various organic syndromes of different etiologies (e.g. vascular, structural changes, etc.). The different treatment options available to the elderly are discussed including psychotherapy, family and systemic interventions, psychopharmacology, and consultation to different organizations working with the elderly including health care institutions.

PSY 875 Neuropsychological Rehabilitation (2 credits) Pre-requisite PSY 851 or taken concurrently

This course complements the sequence of courses in neurosciences and neuropsychology. One of its main objectives is to expose students to the theory behind the main neuropsychological rehabilitation models. A second principal objective is to teach students how to design treatment plans based upon existing medical, social and psychometric evidence on the patient's condition. The student learns how to utilize different rehabilitation techniques, which are part of the main rehabilitation models.

PSY 900 Pre-doctoral Internship

This is a 2000-hour per year intensive clinical experience. The student will be placed for 40 hours per week for 12 months (or 20 hours for 24 months) in a clinical setting where opportunities for further growth are abundant. Such work will be closely supervised given that this is the last experiential component of their program.

PHY 724 Introduction to Cognitive Neuroscience (2 credits) Pre requisites: Medical Neuroscience Course, or PSY 511.

This is a survey course that covers the following areas of Cognitive Neuroscience: brain evolution, perception, attention, memory, language, emotion, and consciousness. The objective of the course is to introduce students to the main issues in each field and guide further independent reading.

MPH 5501 Scientific Writing (3 Credits)

This course concentrates on writing a research paper and on the effective presentation of scientific information in text, and figures. It emphasizes an approach oriented to the reader, addressing subjects such as: Writing tables, abstract introduction, methods, results, and discussion. Students will learn about the writing process by drafting and revising a manuscript bases on their own research.

MPH 7101 IRB Seminar (1 Credit)

This seminar will expose the student to the regulations for the protection of human and animal subjects in the context of the main types of research methodologies. The main ethical issues underlying the ethical execution of research projects will be initially considered. The regulations expressed in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, The Belmont report, will be considered and will serve as the foundation for the seminar, within the broader ethical perspective

initially presented. Students will learn that all government and private institutions receiving funds from the DHHS (including NIH & NIMH) that support or engages in research with human subject adhere to these regulatory requirements guided by the ethical principles of the Belmont Report.