

## Course Descriptions (Alphabetical by Course Title)

**Advanced Physiological Psychology:** This course aims to provide an exposition of research and theory in the physiological processes underlying behavior. The neuron doctrine is explored in detail to provide a foundation for understanding how behavior is mediated. Then, a survey of literature, spanning animal single cell recordings, altered behavior of brain-damaged patients and patients with psychological disorders and modern neural imaging techniques, is conducted to elucidate the role of neuronal functioning in specific sensory and cognitive processes.

**Assessment I: Intellectual and Cognitive Functioning:** This course provides experience with the administration, scoring and interpretation of the Wechsler Adult Intelligence Scale - Third Edition (WAIS-III), 4th Edition (WAIS -IV), and the Wechsler Intelligence Scale for Children–4th Edition (WISC-IV). In addition, students become familiar with the use of the Wechsler Memory Scales and tests of cognitive effort. An integrative, patient-centered, ethically-sound and culturally-sensitive approach to cognitive assessment is emphasized as is the understanding of test psychometrics and empirically-grounded assessment theory.

**Assessment II: Personality Functioning:** This course introduces students to a multi-method model of personality and psychopathology assessment. The course critically examines the application of the Minnesota Multiphase Personality Inventory (MMPI-2), the Personality Assessment Inventory (PAI), and NEO-PI to the assessment of personality and psychopathology. In addition, the use of Rorschach (The Comprehensive System) in the assessment of severe psychopathology is discussed. This course provides students with the skills necessary to perform accurate and culturally-sensitive personality assessments.

**Children, Psychology, & the Law:** This course examines selected topics related to the relations among children, psychology and the law. Specific topics include: child development, children's rights in relation to parents' and the state, child witnesses, the childhood roots of criminal behavior, juvenile delinquency, intra-familial violence, victimization of children and adolescents and the role of the legal system in the lives of youths and their families.

**Clinical Interventions for Children & Adolescents:** This course aims to increase students' abilities to provide evidence-based psychotherapy interventions for children and adolescents. This course provides students with the skills needed to develop treatment plans based on well-formulated case conceptualizations as well as empirical findings. Students also develop the practical skills needed to deliver evidence-based mental health treatment services to children and adolescents. Theoretical perspectives and treatment techniques are drawn largely from ecological and cognitive-behavioral perspectives.

**Clinical Practicum I:** This year-long course is taken concurrent with the first externship practicum placement. The course is intended to familiarize students with information about basic clinical techniques (e.g., clinical interviewing, mental status exams, establishing therapeutic rapport, diagnostic assessment, treatment planning, record keeping, termination). In addition, students discuss professional behavior (e.g. the supervisor/supervisee relationship, developing a curriculum vitae, professional demeanor and dress).

**Clinical Practicum II:** This year-long course is taken concurrent with the second externship practicum placement. The course is intended to familiarize students with information about advanced clinical techniques in therapy or assessment and refine students' clinical skills. This course consists of individualized supervision by a John Jay Faculty Member. This experience provides secondary supervision of therapy and/or assessment cases. (Onsite supervision is provided by the placement site).

**Clinical Research Practicum I & II:** This two-course sequence is taken by advanced students while they are actively working on their dissertation project. Course objectives include student mastery of all aspects of dissertation work. Students meet individually with their mentors and progress through the critical analysis of literature, formulation of a research question, development of testable hypotheses, data collection, analysis and presentation. The goal of this sequence is to facilitate movement towards the completion of a successful dissertation document and oral defense.

**Cognitive & Affective Aspects of Behavior:** This course provides students with an understanding of research and theory in Cognitive Psychology. Topics covered include perception, attention, memory, language, problem solving and emotion. Note that this course meets for three full hours per class period.

**Developmental Psychology:** In this course, students obtain an understanding of the various stages of child and adolescent development. Students become familiar with normative developmental processes, including changes to sensory and perceptual functioning, language, cognition, personality, and psychosocial adaptation, and various theoretical foundations.

**Dialectical Behavior Therapy:** This course teaches students the theory and application of Dialectical Behavior Therapy (DBT). Additionally, students learn the guiding principles for adapting DBT for use with diverse samples and in novel settings or contexts.

**Diversity:** This course addresses diversity and multicultural issues and focuses on four racial/ethnic groups in the United States: African American, Latino/Hispanic, Asian American and American Indian/Native American. Lesbian, Gay, Bisexual and Transgendered groups, as well as the intersections of gender and class, are also foci. The ultimate goal of this course is to increase both multicultural competency and the multicultural humility of students.

**Ethical and Legal Issues in Psychology:** This course provides an overview of professional ethical guidelines, codes of conduct, and relevant regulations governing the activities of psychologists engaged in treatment/intervention, consultation, assessment, research, and teaching. In addition, students gain an understanding of how to develop solutions to ethical questions and dilemmas. This course also entails a one-hour lab immediately following the didactic portion of the course. Practical lab assignments and discussions of hypothetical scenarios take place in the lab.

**Experimental Psychology and the Law:** This course examines social psychological research, case law, and issues associated with the intersection of non-clinical psychology and the legal system. The course covers juror biases and prototypes, group processes, procedural justice, eyewitness identifications, jury decision-making and discrimination.

**Exposure Therapies for Anxiety/PTSD:** This advanced course in cognitive-behavioral therapy for anxiety disorders is intended to teach the application of theory and case conceptualization to clinical processes. Assessment, diagnosis, treatment planning, decision-making, and other elements of the cognitive-behavioral model are studied and integrated into a working model of therapy.

**Forensic Interviewing & Evaluation:** The purpose of this course is to familiarize the student with relevant issues in criminal forensic assessment and to introduce the student to current forensic assessment instruments and their administration, scoring, and interpretation. Major topic areas covered include the assessment of risk, criminal competencies, mental state at the time of the offense, psychopathy, and malingering. Upon completion of this course, the student should be able to examine interview data, test protocols, and collateral information and write a comprehensive forensic report.

**Hierarchical Linear Modeling:** This course introduces the basic concepts and applications of hierarchical linear models with an emphasis on statistical concepts, analytical model specification, and interpretation of results. Topics include contextual analysis, growth curve models, and binary outcomes.

**History of Psychology:** This course introduces students to both the products and the practices of historical scholarship in psychology. The course reviews the disciplinary traditions and major schools of psychology.

**Introduction to Forensic Psychology:** This is a general survey course covering both the theory and practice of criminal and civil forensic psychology. Topics include competency to stand trial, Miranda waivers, mental state at the time of the offense and criminal responsibility, civil commitment and risk assessment, and child custody. Upon completion of this course, the student will also understand the case law governing and influencing criminal and civil practice and the ethical principles that guide evaluation, report writing, consultation and expert testimony.

**Law & Social Science Evidence:** This course examines the ways in which scientific information, social science information in particular, has been, and is being used in courts in this country. In this course, participants take an inside look at the law (both its theory and practice), and try to determine what, if anything, social science has to offer to it. Constitutional law, criminal law, tort law, trademark law, among others are touched upon. The history of and current issues in the use of social science information in the law and court is an emphasis.

**Neuroscience and The Law:** This seminar aims to familiarize students with current neuroimaging methodology, including MRI, fMRI, EEG, and PET, and foster understanding of the potential application of such methodology to legal procedures.

**Personality and Individual Differences:** The course reviews the major theories of personality and supporting research findings. Students examine the development of personality, the structure of personality, motivation in personality, normal and abnormal personality characteristics and procedures for bringing about change in personality. Special focus is placed on an examination of normal psychological development of the self or personality.

**Psychology, Gender, and The Law:** This interdisciplinary course explores the relationship between gender, psychology and law through a hands-on study of selected legal issues relating to gender. Students gain a working fluency in the discipline of law and examine the role of psychology and social science data in the shaping of legal policies that bear on gender, such as gender discrimination and identity, gender based violence, family law and access to justice.

**Psychometric Methods:** The course offers a general introduction to psychometric concepts and methods, primarily emphasizing classical test theory, test construction and validation, and test use. The course understands the application of psychometrics and testing to paper and pencil tests, performance assessments, behavioral observations, measured variables in experiments and quasi-experiments, surveys, and other forms of behavioral data collection. Measurement involving multiple indicators of a common construct is also emphasized. Finally, the fallibility of educational and psychological tests and the limits to their use and interpretation, as well as the conduct of psychometric analyses using statistical software, are discussed. Note that this course includes a one-hour instructor directed lab that meets directly after the two-hour didactic portion of the class. The lab includes mastery based assignments using computer packages (e.g. SPSS).

**Psychopathology:** This course provides an in-depth review of concepts, theory and research in psychopathology as defined in the DSM-IV-TR. The focus of this review is on the etiology, prevalence, incidence, signs and symptoms, and differential diagnosis of mental disorders based upon the empirical literature. Upon completion, a student of this course will also understand the process of diagnosing mental disorders according to the DSM-IV-TR and the impact of culture on the expression of psychiatric disorders.

**Psychopathology and Criminal Behavior:** This course provides an in-depth analysis of the relationship between psychopathology and criminal behavior. Theories of crime, psychopathological disorders associated with crime, as well as conditions and psychodynamics causally linked to various crimes are covered.

**Psychopharmacology:** This course teaches students about the underlying biological processes associated with psychiatric medication, as well as other biological interventions for psychiatric conditions (e.g. vagus nerve stimulation, ECT). Mechanisms of action of various classes of drugs, as well as associated side effect profiles for these drugs will be covered.

**Social Psychology:** This seminar provides a broad overview of social psychology, both classic and current. Selected classical topics include the processes of attitude change; social influences on conformity, compliance, and obedience; the self and the pursuit of self-esteem; person perception and attribution; stereotyping and prejudice; attraction and mate selection; and group influences on performance. Covered contemporary topics include the determinants of subjective well-being; the Implicit Association Test (IAT); subliminal influences on attitudes; cultural differences in cognition and behavior; evolutionary theories of beauty and attraction; self deception effects on health; social perception on juries; and social influences on performance in sports.

**Research Methods and Design I:** This course covers the basics of research methodology. Course content includes a review of independent variables, dependent variables, experiments vs. correlational designs, theory and hypothesis generation and

testing, and types of validity. We will also cover meta-analyses, survey design, mediation and moderation, effect size, power, and manuscript preparation.

**Research Methods and Design II:** This course provides students with advanced skills in research methods needed to conduct independent research. Specific topics include: selection of a research problem, grant writing and submission, the generation of research questions, publication and communication of research findings, and measurement, sampling, and recruitment. Experimental designs and randomized experiments, quasi-experimental designs (with a focus on longitudinal studies), survey research methods, field research, and treatment research (efficacy versus effectiveness, case studies and single case designs, qualitative research) are discussed.

**Statistical Methods in Psychology I & II:** This course focuses on the use of statistics in applied research settings. Topics covered include: procedures for screening data, multiple regression, logistic regression, Analysis of Variance, Analysis of Covariance, Multivariate Analysis of Variance, discriminant analysis, path analysis, factor analysis, programming in SPSS and the communication of results.

**Therapeutic Interventions in Clinical Psychology I:** This course examines various theoretical approaches to psychotherapy, the history and development of psychotherapeutic interventions, and psychotherapy research. The degree to which evidence supports interventions for various types of psychopathology will be emphasized.

**Therapeutic Interventions in Clinical Psychology II:** This course draws upon the information presented in Therapeutic Interventions in Clinical Psychology I. Learning about empirically supported interventions (and the degree to which evidence supports their use with various types of psychopathology) is emphasized in this course. Additionally, students practice basic elements and techniques associated with the interventions covered in the course. Upon completion of this 2 course sequence, students should understand the scientific underpinnings of empirically supported treatments for major psychological disorders and be able to conceptualize psychotherapy cases, develop treatment plans, and perform basic CBT techniques.