

# Doctor of Psychology – Clinical Psychology

## Program Design

The Psy.D. program uses a practitioner/scholar model to educate students as professionals in clinical psychology and as scholars in psychology to promote health, education and human welfare. The curriculum promotes values of ethical practice, social responsibility and cultural pluralism. Faculty members balance traditional and contemporary perspectives in the field of psychology, educating students to become informed and effective practitioners, and agents of change in a complex world.

## Features of the Program

- Flexibility to pursue the doctoral program full or part time (full time takes four years.)
- Rotating concentrations from which to choose
- The only art therapy concentration within a clinical doctoral program in the United States
- Elective course options that round out the program
- Practical experiences integrated throughout the program, including a full-year internship
- Clinical focus with flexibility to choose an applications-oriented doctoral paper or research dissertation
- Competency-based model with electronic portfolios

## Concentration Options

Concentrations provide the student with a spectrum of theoretical perspectives

and concomitant practical experiences supported through professional seminars. Concentrations are offered on a rotating basis. Students may choose more than one. Examples of concentration areas are:

- Art Therapy
- Child in Family Context
- Forensics
- Existential-Humanistic Psychology
- Cognitive Behavioral Therapy

## Admission Requirements for the Psy.D. in Clinical Psychology Program

- Completion of academic prerequisites: A master's degree in a mental health related field within the last 10 years. Eligible master's degrees include: marriage and family therapy, mental health counseling, clinical social work and art therapy. (Exceptions to the 10-year requirement may be granted on a case-by-case basis.)
  - OR– A bachelor's degree in psychology within the last 10 years
  - OR– A bachelor's or master's degree in other fields with four prerequisite courses with a minimum grade of B:
    - Theories of Personality
    - Abnormal Psychology
    - Developmental Psychology
    - Introduction to Statistics(If these courses were completed more than 10 years ago, they must be retaken)
- Completion of 100 hours of volunteer or professional experience in a helping relationship role in an educational and/or human services setting

- Two letters of recommendation: one from a professional who supervised the applicant in a human services setting; one from an academic instructor who can best assess the applicant's capabilities and readiness to enter a clinical doctoral program
- Documentation of relevant professional and volunteer experience
- Documentation of professional affiliations, publications and licensure

### **Additional Admission Requirements for Art Therapy Concentration**

In addition to the program requirements already listed, admission to the art therapy concentration requires:

- Psychology coursework (18 quarter/12 semester hours) including theories of personality, abnormal psychology and developmental psychology plus other elective psychology courses
- Art coursework (27 quarter/18 semester hours) including work in both two- and three-dimensional media such as ceramics, metalsmithing, painting, drawing, printmaking and sculpture
- A portfolio of 20 works that demonstrate multiple media competencies. The portfolio may be submitted as slides, prints, CD, DVD or by e-mail. Please note that portfolios become the property of Antioch University and are not returned. An applicant may apply to the Psy.D. art therapy concentration with some art studio coursework in progress. If accepted into the program, the student must complete these credits during the first year.

### **Admission Essay Instructions**

Applicants must submit a one- to two-page response to each of four admission questions specified in the program application.

### **Prior Graduate Work**

Graduate credits earned at regionally accredited institutions are accepted toward Antioch Seattle's Psy.D. degree as follows:

#### **Master's Degree in Mental Health Field**

- Applicants who have completed a master's degree in a mental health-related field receive 51 quarter credits toward the doctoral program requirements; eligible fields include but are not limited to: marriage and family therapy, mental health counseling, clinical social work and art therapy.
- Accepted credits may be applied toward both core course requirements and elective credits.
- The Psy.D. faculty will complete a detailed transcript evaluation after the applicant's admission to the Psy.D. program and before initial course registration.

#### **Other Master's Degrees**

- Applicants with a master's degree in a field other than an approved mental health-related field may request a course credit evaluation.
- Courses are reviewed for equivalent content on a course-by-course basis. Official transcripts and course syllabi for all requested courses must be submitted to the Admissions Office by the application deadline.
- Students must have earned a grade of B or better.

- A maximum of 25 graduate-level quarter credits may be accepted.

## Transfer into Psy.D. Program

- Applicants who began a Psy.D. program approved by the American Psychological Association at another regionally accredited university may request a transfer credit evaluation.
- Courses are reviewed for equivalent content on a course-by-course basis. Official transcripts and course syllabi for all requested courses must be submitted to the Admissions Office by the application deadline.
- Courses must carry a grade of B or better.
- For applicants with a master's degree earned in a mental health-related field: 51 quarter credits will be awarded. Antioch may waive up to 15 additional quarter credits for doctoral courses completed beyond a master's degree.
- For applicants entering from another Psy.D. program without a master's degree in a mental health-related field, up to 25 quarter credits may be awarded.
- Courses from an institution that is regionally accredited but not APA approved will be considered on a case-by-case basis.

## International Transfer Credit

To receive credit for coursework completed at an institution outside the United States or Canada, an applicant must have that institution send official transcripts and records directly to a credential evaluator. The applicant may select an evaluator from either of two websites: [www.naces.org](http://www.naces.org) or [www.aice-eval.org](http://www.aice-eval.org). Certified translations and evaluation of international documents

are required. Four to 10 weeks should be allowed for the evaluation. The evaluation and the original transcript must be sent to the Admissions Office. International transcripts must be evaluated before admission.

## International Student Admission

An international student who requires a student visa must submit additional documentation to satisfy admission requirements:

- Certified and translated educational records, if the records are not in English.
- Evaluation of international transcripts from institutions outside the United States or Canada. See **International Transfer Credit** information.
- Demonstration of English language proficiency – official TOEFL (Test of English as a Foreign Language) test results must be submitted reflecting a minimum score of 600 (paper-based) or 250 (computer-based). An applicant who has completed education in the United States or Canada may request that this requirement be waived.
- Financial certification – Documentation of the applicant's ability to pay for the educational and living expenses for the duration of the program must be submitted.

Contact the Admissions Office for more information at [admissions@antiochseattle.edu](mailto:admissions@antiochseattle.edu).

## Graduation Requirements

*150 total credits to graduate*

In addition to the satisfactory completion of all core courses, a student also must meet the following requirements to qualify for award of the Psy.D. degree:

- Satisfactory oral case study presentation
- Satisfactory annual narrative evaluation from the faculty
- Satisfactory completion of clinical training sequence (see next page)
- Performances reflecting program competencies (see next page)
- Satisfactory evaluation from all supervised experience hours
- Satisfactory completion of doctoral paper/dissertation
- Completion of 50 hours of personal psychotherapy
- Satisfactory completion of two years of supervised experience

### **Psy.D. Competencies and Electronic Portfolio**

The Psy.D. program is framed in terms of eight competencies needed by professional psychologists. The competencies are: *relationship, intervention, scientific foundations, assessment, supervision, multicultural practice, consultation and career development and management*. Each competency is sub-divided into levels, which are the developmental steps needed to achieve each competency. All Psy.D. courses are tied into this framework: the levels become the course goals, and the course requirements are designed to show the student can effectively put into action the content of that course and demonstrate the mastery of the competency level. An *electronic portfolio* is created by each student, documenting these *key performances*. The portfolios help assess and advise students, help the Psy.D. faculty continuously improve the program and help outside accreditors (e.g., APA) see that Antioch trains competent psychologists.

### **Clinical Training Sequence**

Students who enter the program without a mental health-related M.A. will be placed in a *Social Justice Practicum*: an agency, institution or other setting that invites the student to provide service to individuals from backgrounds significantly different than his/her own. This work (300 hours total) is tied to a series of courses in the first year, in which reflection on multicultural practice and other beginning-level clinical competencies is central. The next step of clinical training is in a concentration in which every student sees two clients each week in Antioch's on-campus Community Counseling and Psychology Clinic, under supervision, for the time they are enrolled in the program. By asking students to demonstrate their clinical skills in the Clinic and concentrations first, Antioch can confidently recommend students to outside sites for internship and pre-internship experiences. All supervised experience hours count toward the 3,300 hours required for licensure by Washington state.

### **Course Descriptions**

#### **PSD700: Assessment: Integration (3)**

**Instructor:** Wieneke, SU; TBA, FA

Students provide a battery of assessments and learn to draw inferences from multiple measures and provide feedback to clients and referral sources.

#### **PSD701: Assessment: Intelligence Testing (3)**

**Instructor:** Alford, FA; TBA, WI

Assessment theory and technique as it applies to cognition and intelligence. Students are introduced to a variety of cognitive and intellectual measures.

Primary focus is the Wechsler Scales, both child and adult. In addition to becoming competent with the Wechsler Scales, this course addresses the fundamentals of test construction, psychometric properties, the history and future of assessment, contemporary controversies, diversity and special populations. The course is designed as a hands-on, pragmatic primer that provides a beginning framework for all subsequent psychological testing endeavors.

**Prerequisite:** PSD715: *Psychopathology*

### **PSD702: Assessment: Neuropsychology (3)**

**Instructor:** Wieneke; SU

This examines the structure and function of the central nervous system, brain-behavior relationships and neuropathology. Seminar content focuses on evaluation techniques for diagnosis of brain dysfunction including visual, auditory, memory and language processes. Application of these techniques to the development of remedial strategies for learning disabilities and dysfunction is addressed. **Prerequisite:** To be taken concurrently with PSD717: *Neuropsychology*.

### **PSD703: Assessment: Personality Inventories (3)**

**Instructor:** Duthie; WI

An introduction to widely used instruments of self-reporting personality assessment, predominantly “pencil and paper” tests of personality. This covers rationale, administration, scoring and interpretation of these measurement tools, and includes information on the use of automated procedures, the appropriate application of these tests and the ethical considerations in their use in both clinical and non-clinical settings. Students are encouraged to make a

critical assessment of these tests in light of reliability and validation studies, appropriateness of item selection in terms of language, gender and cultural bias etc., and the applicability to tests for the specific use stated. **Prerequisite:** PSD715: *Psychopathology*, PSD701: *Intelligence Testing*.

### **PSD704: Assessment: Projective Testing (3)**

**Instructor:** TBA; SP

Focus on projective testing, specifically on the Rorschach. Core objectives are for students to be able to score the Rorschach using the Exner System and to gain experience in qualitative interpretation of the scores, analysis of the content and sequence analysis into personality description. The class also includes analysis and scoring of other projective tests, such as TAT. **Prerequisite:** PSD715: *Psychopathology*, PSD701: *Intelligence Testing*, PSD703: *Personality Inventories*.

### **PSD705: Practicum and Professionalization Seminar I: Communication and Counseling Skills (3)**

**Instructor:** Suarez; FA

Students acquire and practice basic counseling tools, such as listening skills, congruent communication, use of self-as-instrument and specific aspects of interviewing and contracting with a client. Reading assignments are supplemented with in-class role-plays and practice, as well as additional out-of-class practice assignments. Group advising and reflection on the Social Justice Practicum are integral to this seminar. **Note:** For students entering without an M.A. in a mental health-related field.

### **PSD706: Community Psychology (3)**

**Instructor:** Moritsugu, SU; Chamrad, FA

An examination of psychology in the community context, with special attention to community mental health, prevention and delivery systems for psychological services. Central topics include: primary and secondary prevention delivery; the role of psychologists as change agents implementing actions to bring about greater social justice; and the political and regulatory aspects of psychology.

### **PSD707: Ethics (3)**

**Instructor:** Tien; FA, WI

A thorough review of the American Psychological Association ethics code and associated standards for practice. Ethics cases and their application to daily practice are used to deepen students' understanding of how these principles are applied.

### **PSD708: Practicum and Professionalization Seminar II: Family of Origin/Multicultural Perspective (3)**

**Instructor:** Suarez; WI

An introduction to a "family of origin systems" perspective that provides a basic interpretive framework for understanding and addressing issues of human development in the context of multicultural, multigenerational family dynamics. Particular emphasis on students examining their own personal and professional development in terms of their family history, ethnicity, relationships and conflicts. Group advising and reflection on the Social Justice Practicum are integral to this seminar. **Prerequisite:** PSD705: *Practicum and Professionalization Seminar: Communication and Counseling Skills.*

### **PSD709: Group Therapy and Practice (3)**

**Instructor:** Martin; SP

Students deepen and broaden their knowledge and experience of group therapy and group theory. This course focuses on specific applications of different types of therapeutic groups, e.g., short term and long term, psychoeducational and support, with particular populations, such as women, men, children, adolescents, the medically ill and ethnically and racially diverse populations.

### **PSD710: Historical and Sociocultural Perspectives in Psychology (3)**

**Instructor:** Martin, SU; Cushman, WI

This sets the field of psychology in a larger socio-cultural context: exploring questions regarding its historical roots and development, its place in the contemporary world and its potential future in response to the needs of the 21st century. The intent is to foster in students an ability to think creatively about the possibilities and to act as informed change agents in the world.

### **PSD711: Learning Theory (3)**

**Instructor:** Martin; WI

An examination of fundamental learning principles, their integration into various theoretical approaches and relevant applications to therapy and teaching.

### **PSD712: Lifespan Development I - Child (3)**

**Instructor:** Adams, SU; TBA, WI

This class is the first of a two-course series on human development. The focus is psychological development from prenatal life through adolescence and the theories and application of normal

development within a socio-cultural context. Classical developmental theory is examined within this context, as well as issues in development such as emotional, social, cognitive and moral growth. Students learn about clinical and theoretical problems in development through required readings and case material.

### **PSD713: Lifespan Development II – Adult (3)**

**Instructor:** Suarez; FA

The focus is development from young adulthood to geriatric life and the theories and application of normal development within a socio-cultural context. Social, cultural, biological and psychological issues of adulthood and aging are presented. Cognitive functioning, adult life transitions, psychosocial aspects of adulthood, coping and adaptation, work and retirement, bereavement and related issues are explored. Students learn about clinical and theoretical problems in adult life development through required readings and case material.

### **PSD715: Psychopathology (3)**

**Instructor:** Kennedy; FA

Introduces students to the multi-axial diagnostic system and categories of psychopathology contained in the “Diagnostic and Statistical Manual–IV (DSM-IV-TR).” It is designed to give students the knowledge needed to identify behavioral patterns for diagnostic categories presently used by the medical system in the United States.

### **PSD716: Psychophysiology (3)**

**Instructor:** Suarez; FA

Focused on the biological bases of behavior, this course provides foundational knowledge in the areas of neuro-

anatomy, neurophysiology and neurochemistry. Students become knowledgeable about the issues surrounding research on the biological basis of behavior so they can become critical consumers of new information in this area.

### **PSD717: Neuropsychology (3)**

**Instructor:** TBA; SP

Students begin with an overview of the central nervous system in terms of its structure and function, then study connections between neurophysiological processes and behavior. Behavioral dysfunctions and related mechanisms, and approaches used by clinical neuropsychologists are reviewed. Students present case material they have researched on neuropsychological dysfunctions.

### **PSD718: Research Seminar I (1-3)**

**Instructor:** TBA, SU; Linn, FA; TBA, WI; Wieneke, SP

During this first of four related courses, the emphasis is on helping each student select a topic that touches upon a theme or area of genuine interest or concern. Students then decide on a realistic doctoral paper or dissertation question, refine that question, consider appropriate methodology, outline a proposal, develop a plan for a literature review and form their Doctoral Paper/Dissertation Committee. Students who register for 3 credits are also expected to schedule and pass their first Doctoral Paper/Dissertation Committee meeting. The class functions as a consultation group. Each student presents his/her work to receive feedback from peers and offers feedback to peers about their projects. **Prerequisites:** PSD726: *Quantitative Methods and Analysis 1*, PSD727: *Quantitative Methods and Analysis 2*, PSD728: *Qualitative Methods and Analysis 1* and PSD734: *Qualitative Methods and Analysis 2*.

### **PSD719: Research Seminar II (1-3)**

**Instructor:** TBA, SU; Linn, FA; TBA, WI; Wieneke, SP

A continuation of Research Seminar I, the second quarter focuses on developing the student's idea for a doctoral paper or dissertation into a research proposal. An application to the Human Subject Committee is prepared, if necessary. Students who register for 3 credits will also be expected to schedule and pass their second Doctoral Committee meeting. **Prerequisite:** PSD718: *Research Seminar I*.

### **PSD720: Research Seminar III (1-3)**

**Instructor:** TBA, SU; Linn, FA; TBA, WI; Wieneke, SP

Research Seminar III facilitates students in the data collection phase of their dissertation, or drafting of their doctoral paper. Students have the opportunity to present their data collection design and discuss problems/progress of the data collection. Students who register for 3 credits are ready to write the final draft of their project. **Prerequisite:** PSD718: *Research Seminar I*; PSD719: *Research Seminar II*.

### **PSD721: Research Seminar IV (1-3)**

**Instructor:** TBA, SU; Linn, FA; TBA, WI; Wieneke, SP

This final section of the Research Seminar focuses on facilitating the completion and defense of the student's dissertation or doctoral paper. Students who register for 3 credits schedule and pass their final Doctoral Committee meeting. **Prerequisite:** PSD718: *Research Seminar I*; PSD719: *Research Seminar II*; PSD720: *Research Seminar III*.

### **PSD722: Social Psychology (3)**

**Instructor:** Kennedy, FA; TBA, SP

The focus is on the behavior of individuals within the context of social interactions and the impact of social psychological forces on the individual. Includes social learning theory, personality development, behavior in the context of social groups, psycho-legal issues, sexual liberation and ethnic conflict.

### **PSD723: Theories: Systems Perspectives in Family Therapy (3)**

**Instructor:** Callison; FA

This provides an introduction to systems theory and practice in family therapy. Systemic theory is applied across a variety of family structures regarding a range of presenting problems: clinical interventions address the whole family system as well as its individual, couple, sibling and parental subsystems. Multi-cultural perspectives also are addressed.

### **PSD724: Theories: Cognitive-Behavioral (3)**

**Instructor:** Martin; WI

Introduces students to the conceptual basis and techniques of cognitive and behavioral interventions and their applications in the treatment of specific disorders. Included are cognitive restructuring and schema analysis. Also examined are cognitive-behavioral treatments for some personality disorders, such as Dialectical Behavioral Therapy.

### **PSD725: Theories: Psychodynamic (3)**

**Instructor:** Martin; SP

Covers post-classical models that depart radically from Freud's drive-structural model, including relational (Mitchell), control-mastery theory (Weiss &

Sampson), object relations (Modell), social-constructivist (Hoffman), intersubjective self-psychology (Stolorow) and cyclical psychodynamic (Wachtel) models. Classical analytic concepts such as unconscious, transference, countertransference, resistance and self are reconstructed and applied to clinical case material presented in class.

### **PSD726: Quantitative Methods and Analysis I**

**Instructor:** Linn; FA

This is the first of two courses on methods used in quantitative research in psychology. Students explore how research questions are made operational and how appropriate designs are chosen. Other topics are ethical and validity issues in research, experimental and survey designs and data analysis methods appropriate for these designs. Students begin a self-experiment and design and begin data collection for a survey research project.

### **PSD727: Quantitative Methods and Analysis II**

**Instructor:** Linn; WI

In the second course on methods used in quantitative research in psychology, students study quasi-experimental design, quantitative descriptive methods, program evaluation and analogue research, plus the data analytic strategies used with them. Students complete the self-experiment and survey studies started in the previous term, analyze the data and create APA-style reports. **Prerequisite:** PSD726: *Quantitative Methods and Analysis 1*.

### **PSD728: Qualitative Methods and Analysis I**

**Instructor:** TBA; SP

The first in a two-course series on methods used in, and data analytic strate-

gies for, qualitative research in psychology. This course focuses on the theoretical basis of qualitative traditions such as grounded theory, case studies, biography, phenomenology and ethnography. Particular methods are presented by means of student presentations. A qualitative study is designed and data collection begins in this course. Computer-aided qualitative data analysis is introduced.

### **PSD733: Professional Issues in Career Management (3)**

**Instructor:** TBA; SU

Taken in the third or fourth year of the program, this class is designed to help students plan for their professional lives post-graduation. Topics covered include: licensing, life-long learning, projecting and managing professional image, active engagement in community and professional organizations, finding a healthy balance between work and life, and retirement planning. Students develop a formal business plan including debt management, marketing strategies and a plan for moving to a leadership position in a professional organization.

**Prerequisite:** *Concentration complete or in final term of concentration and passed two annual reviews.*

### **PSD734: Qualitative Methods and Analysis II**

**Instructor:** Linn; SU

In the second course on methods used in, and data analytic strategies for, qualitative research in psychology, additional methods from theoretical traditions of qualitative inquiry are presented. The qualitative study is completed, data analyzed and an APA-style report created. **Prerequisite:** PSD728: *Qualitative Methods and Analysis 1*.

### **PSD736-737: Practicum and Professionalization Seminar III and IV (3 each)**

**Instructor:** TBA, SU; TBA, SP

These seminars support students in the third and fourth quarters of Social Justice Practicum placement by providing: additional faculty and peer support for students working in their practicum; additional resources for case conceptualization and therapeutic work, including attention to cultural influences and diverse contexts; an opportunity to learn about the consultation process, including presentation of one's work to a group. **Prerequisite:** PSD705: *Practicum and Professionalization Seminar I: Communication and Counseling Skills*; PSD708: *Practicum and Professionalization Seminar II: Family of Origins/Multicultural Perspective*.

### **PSD749: Psychopharmacology (3)**

**Instructor:** Suarez; WI

Focus is on the pharmacology of agents used in the treatment of diseases of the central nervous system and other agents that might be causative factors in diseases of the central nervous system. This includes the role of special populations and multicultural differences. Students are introduced to the basic principles of pharmacology as background for understanding the clinical indications, mechanisms for action, common adverse effects, drug interactions, contraindications, reasons for treatment failures and controversies regarding each major class of psychoactive drug currently in use. **Prerequisite:** PSD716: *Psychophysiology*.

### **PSD755: Theories: Humanistic (3)**

**Instructor:** Suarez; SU

Provides an overview of the basic theory of humanistic thought with focus on

humanistic ideas such as self-actualization, internal congruence, self-disclosure, awareness of the here and now, interpersonal encounters and irrationalism. Students are introduced to the works of a variety of seminal theorists, including Gordon Allport, Garner Murphy, Charlotte Buhler, Carl Rogers, Abraham Maslow and Rollo May.

### **PSD760: Forensic I: Integration of Law and Psychology (3)**

**Instructor:** Benjamin; FA

Students prepare to build a practice in forensic psychology arenas. This first quarter covers the details of: 1) conducting custody evaluations or co-parent therapy with high-conflict litigants in family law cases, and 2) forensic mental health outpatient treatment. During the subsequent three quarters, students are closely supervised while conducting evaluations or treatment services in either of these two areas of practice. **Prerequisite:** PSD705: *Practicum and Professionalization Seminar I: Communication and Counseling Skills*, PSD708: *Practicum and Professionalization Seminar II: Family of Origin/Multicultural Perspective*, PSD736: *Practicum and Professionalization Seminar III* and PSY737: *Practicum and Professionalization Seminar IV, Ethics (may be taken concurrently with PSD760)*.

### **PSD761: Forensic II: Theory/ Practice Integration (6)**

**Instructor:** Benjamin; WI

This is a three-quarter, linked seminar for students who are in the forensic psychology concentration. The seminar provides: 1) an ongoing group that focuses on the forensic applications of psychology; 2) faculty and peer support for students conducting evaluations and working with cases; and 3) practice of

supervision skills through peer review of videotapes of students' evaluation and treatment cases. Students are expected to work an additional three hours per week conducting services or writing reports. One hour of individual supervision occurs each week to be scheduled at a mutually convenient time.

### **PSD762: Forensic III: Theory/ Practice Integration (6)**

**Instructor:** Benjamin; SP

The purpose of the second quarter seminar is to provide: 1) an ongoing group that focuses on the application of forensic psychology; 2) faculty and peer support for students while conducting evaluation and treatment cases in this concentration; and 3) practice of supervision skills through peer review of videotapes of students' evaluation and treatment cases. Students are expected to work an additional three hours per week conducting services or writing reports. One hour of individual supervision occurs each week to be scheduled at a mutually convenient time.

### **PSD763: Forensic IV: Theory/ Practice Integration (3)**

**Instructor:** Benjamin; SU

The purpose of the third quarter seminar is to provide: 1) an ongoing group that focuses on the application of forensic psychology; 2) faculty and peer support for students while conducting evaluation and treatment cases in this concentration; and 3) practice of supervision skills through peer review of videotapes of students' evaluation and treatment cases. Students are expected to work additional hours conducting services or writing reports. One hour of individual supervision occurs each week to be scheduled at a mutually convenient time.

### **PSD776: Supervised Experience (0)**

**Instructor:** Varies; SU, FA, WI, SP

This learning activity allows students to apply their academic learning and skills in practical settings such as mental health centers, adolescent treatment facilities, youth and family service agencies, college counseling centers and other public or private agencies that serve the mental health needs of individuals, groups and families.

### **PSD777–779: Professional Seminar I, II and III (3 each)**

**Instructor:** TBA, WI; TBA, SP

This is a three-quarter, linked seminar to accompany students in a specific concentration. The purpose is to provide:

- An ongoing group that focuses on the application of a concentration/theoretical perspective
- Additional faculty and peer support for students working in their practicum placements
- Additional resources for case conceptualization and therapeutic work, including attention to cultural influences and diverse contexts
- An opportunity to learn about the consultation process, including presentation of one's work to a group

### **PSD780: Professional Consultation (1)**

**Instructor:** Martin, SU; Wieneke, FA; TBA, WI, TBA, SP

Faculty and peers support students working in their supervised experience placements. This class provides resources for case conceptualization and therapeutic work (including attention to cultural influences and diverse contexts). Students learn about the consultation

process, including presentation of one's work to a group.

### **PSD783: Practicum: Prior Learning (1)**

**Instructor:** Harmon Jacobs, SU, FA, WI, SP

Students work with the instructor to identify documentation of 300 hours of practicum experience, along with supervision and supervisor evaluation. The instructor produces at the end of the term a short narrative assessment specifying hours, placement site, supervisor name and supervisor evaluation. **Prerequisite:** *Earned mental health M.A.*

### **PSD788: Geropsychology (3)**

**Instructor:** TBA; SP

Addresses individual and interpersonal aspects of development in aging and older adulthood. Students cover foundational and some advanced knowledge in the areas of biological, psychological, neurological and socio-cultural aspects related to development and aging. Topics include: expected physiological changes of aging and normal development, chronic illness, substance abuse, loss, cognitive functioning, reversible and irreversible dementias, theories and application of normal development and potential pathologies prevalent in aging populations. **Prerequisite:** *PSD 713 Lifespan Development II: Adult.*

### **PSD790: Professional Seminar III: Cognitive Behavioral Therapeutic Approaches (3)**

**Instructor:** Reid; SU

Linking to the class on cognitive behavioral therapeutic (CBT) approaches, students learn to apply CBT concepts to clinical practice, including the clinical

interview, assessment and formulation of treatment plans, evaluation of the effectiveness of interventions and maintaining and generalizing treatment gains. Students are actively involved in working with clients in the Clinic and they receive individual and group supervision hours. Learning activities include role-plays, observation, case presentations, consultation, readings and discussion. **Prerequisite:** *PSD777: Professional Seminar I: Cognitive Behavioral Therapeutic Approaches and PSD778: Professional Seminar II: Cognitive Behavioral Therapeutic Approaches.*

### **PSD792: Child and Family Systems: Overview (3)**

**Instructor:** Reid; FA

Focus is on the development of the individual (child, adolescent, adult) within family and multi-systemic systems. Adaptive behaviors, developmental psychopathology and reciprocal family and societal influences that require a multicultural perspective are introduced. Students review clinical interventions that foster strength and resiliency within individuals and systems that are developmentally appropriate and sensitive to issues of race, culture, economic class and gender. Ethical issues and public policy about child and family mental health are addressed. **Prerequisite:** *PSD723: Theories: Systems Perspectives in Family Therapy; and PSD712: Lifespan Development I: Child or equivalent.*

### **PSD793: Child and Family Systems: Child, Adolescent, and Family Systems Assessments (3)**

**Instructor:** Reid; WI

The role of assessment in the diagnosis, treatment and followup with children, adolescents and their families including theoretical bases and ethical/multicul-

tural considerations. This is a skills class that emphasizes both formal and informal assessment methods. Clinical activities include conducting assessments, formulating findings, writing reports and communicating treatment recommendations. **Prerequisite:** PSD712: *Lifespan Development I – Child*, PSD701: *Assessment: Intelligence Testing*, PSD700: *Assessment: Integration and/or consent of instructor*. Please forward a list of your prerequisite child development and assessment classes.

### **PSD795: Health Psychology I: Introduction to Clinical Medicine (3)**

**Instructor:** Wieneke; FA

Provides an overview of the functioning of major organ systems in health and illness. Reviews basic physiology, pathophysiology, and course of illness and treatment of the more common chronic, traumatic and/or life-threatening diseases of patients whom psychologists often encounter in their professional practices. Student discuss the biopsychosocial context and impact of disease, some psychiatric manifestations of medical illnesses, and epidemiology relevant to issues of gender and ethnicity, vulnerability to disease, access to care, and (sometimes culturally mediated) responses to treatment. **Prerequisite:** PSD716: *Psychophysiology or consent of instructor*.