

Psychology Courses

(PSYCH)

PSYCH 545

Abnormal Psychology 3 u

An introductory survey of abnormal psychology covering the clinical syndromes included in the diagnostic classification system of the American Psychiatric Association. Current research regarding causal factors, treatment, and outcomes supplement descriptions of maladaptive patterns of behavior.

Prerequisite: PSYCH 211 or graduate standing

PSYCH 620

Foundations of Professional School Psychology 3 u

An examination of the history, foundations, legal/ ethical, and role and function issues in school psychology. Particular attention will be focused on the exploration of specific models of school psychological service delivery, including direct intervention and school-based consultation with education and agency professionals.

Prerequisite: Admission to the School Psychology Program

PSYCH 680

School Violence and Crisis Management 3 u

Advanced undergraduates and graduate students who have professional and/or scholarly interests in gaining a greater understanding of the variables associated with violence and crisis management in the public school setting. Emphasis on: Psychological, developmental, and risk correlates of childhood aggression; critical examination of the prevention and intervention models considered most effective and useful in the school setting; in depth understanding of crisis prevention and response models.

PSYCH 690

Workshop 1-6 u

PSYCH 694

Seminar 1-3 u

PSYCH 696

Special Studies 1-3 u

May be repeated with permission of department.

Prerequisite: 12 psychology credits or consent of the instructor.

PSYCH 787

PSYCH 790

Workshop 1-6 u

Repeatable to 9 credits.

PSYCH 794

Seminar 1-3 u

PSYCH 798

Individual Studies 1-3 u

SPECIALIZED COURSES (PSYCH)

PSYCH 615

Research Design 3 u

Several research strategies will be investigated. These will include using questionnaires, attitude and personality research, and interview research. Some of the statistical techniques covered will be: t-tests, chi-square, and various correlational techniques. A thorough discussion of numerous analysis of variance techniques will constitute a major portion of this course.

Prerequisite: PSYCH 215 or equivalent with consent of instructor.

PSYCH 640

Psychological Tests and Measurements 3 u

Demonstrates the principles of psychological measurement. Demonstrates contents and uses of specific tests of mental ability, achievement, personality, interests, and special abilities. Field work: Group examination of regional schools' testing program - analysis of tests of this program.

PSYCH 715

Research Methods and Program Assessment in School Psychology 3 u

A survey of research design issues and analysis methods as they pertain to the practice of School Psychology. Topics include descriptive statistics, correlational and regression analyses, within- and between-subjects designs and analyses, single subject and small N research strategies, and program assessment in educational settings.

Prerequisite: Admission to the School Psychology graduate program.

PSYCH 724

Learning in Educational Contexts 3 u

A survey of theories of and empirical research on learning as it takes place within educational contexts. Problems that may hinder learning and ways in which school psychologists can foster learning within educational contexts will be studied.

Prerequisite: Admission to the MSE or EdS-School Psychology program or consent of instructor.

PSYCH 740

Assessment I: Academic Achievement and Progress Monitoring 3 u

The introductory assessment course for graduate students in the School Psychology Program. Content will cover principles of psychological measurement, including test reliability, validity, scores and item construction. Substantial content will address assessment of academic achievement via traditional testing and curriculum based assessment methods. Field work required.

Prerequisite: Admission to School Psychology Program.

PSYCH 745

Assessment III: Intellectual Functioning 3 u

This course examines the nature of intelligence and basic characteristics of tests of cognitive functioning. Intensive study of the Wechsler Scales, the Differential Ability Scales, and other standardized assessments of cognitive functioning with a particular emphasis on practice in administration, scoring, and appropriate interpretation of scores is required. The course will also examine the construct of adaptive behavior and its relationship to intelligence and culturally competent assessment. Students will also receive training in written and oral communication of psychological information. Field Work is Required.

Prerequisite: Admission to the Graduate Program in School Psychology

PSYCH 746

Psychopathology of Childhood and Adolescence 3 u

A survey of the mental disorders of childhood and adolescence with an emphasis on diagnosis and treatment. Theoretical approaches and current research are also included.

Prerequisite: Admission to the Graduate Program in School Psychology

PSYCH 762

Academic Interventions 3 u

This course instructs students in the theory and methods of direct, academic assessment. Students will administer, score, and interpret progress monitoring measures. Students will become familiar with evidence-based interventions specific to various academic skills and will use progress monitoring data to evaluate the effectiveness of evidence-based interventions.

Prerequisite: Admission to the Graduate Program in School Psychology or consent of instructor

PSYCH 766

Cognitive-Behavioral Therapy with Children and Adolescents 3 u

An introductory course in direct cognitive-behavioral interventions in the school setting for advanced School Psychology Program students. Legal issues, ethical conduct, efficacy research, and theoretical foundations of cognitive-behavioral therapy will be discussed. Students will learn selected individual and group intervention procedures and apply them with children and/or adolescents in supervised school-based settings.

Prerequisite: Admission to the Graduate Program in School Psychology

PSYCH 768

Behavior Therapy in Schools 3 u

This course is designed to provide students with competencies in understanding the principles of behavior therapy and their applications to academic and behavioral issues in school settings. The course focuses on the theoretical and practical aspects of behavior therapy for children and adolescents. Particular emphasis is placed on ecobehavioral assessment and intervention.

Prerequisite: Admission to School Psychology Graduate Program or consent of instructor.

PSYCH 769

Consultation and Prevention 3 u

The study of indirect intervention procedures for use with children and adolescents. Emphasis will be placed on understanding the history, theoretical variations, implementation issues, and practical application of psychological consultation in the school setting. Additional emphasis will be placed on the consultant's role in the planning and development of primary prevention procedures with school-age populations. In-school practicum is required.

Prerequisite: Admission to graduate study in the School Psychology Program or consent of instructor.

PSYCH 770

Assessment II: Behavior and Personality 3 u

The non-biased assessment of behavior, emotional functioning, and personality in the integrated context of measurable treatment procedures is stressed. Emphasis is placed on hypothesis development and construct measurement. Course examines multi-axial assessment formats which include child-teacher-parent rating scales, interview and history taking, behavioral observation, and projective techniques.

Prerequisite: Admission to the School Psychology Program or consent of instructor.

PSYCH 785

Advanced Child Development 3 u

This course examines the dynamics of child development as they relate to school and family settings. The course focuses on applying theory, methods, and research findings in child development to the practice of school psychology. Topics include physical, cognitive, and social development from conception through adolescence.

Prerequisite: Admission to the graduate program in School Psychology or consent of instructor.

PSYCH 786

Mental Health Delivery in Schools: Applied Psychopharmacology 3 u

Students will be introduced to the pharmacological treatment of psychological disorders of childhood and adolescence. The course presents basic principles of pharmacology, psychoactive drug classifications, and rationales behind the pharmacological treatment of psychological disorders. Applied components will relate the theoretical aspects of the course material to mental health service delivery in the schools.

Prerequisite: Admission to MSE or Ed.S. School Psychology Graduate program.

PSYCH 787

Social Context and Diversity in the School Setting 3 u

This course examines current theory and research related to understanding human social behavior and diversity within the school setting. Readings and discussions will cover both quantitative and qualitative research and represent psychological, anthropological, and sociological perspectives on social behavior relevant to education. Public policy issues relevant to social behavior within educational contexts will also be addressed.

Prerequisite: Admission to MSE or Ed.S. School Psychology Graduate program.

PSYCH 792

Field Placement in School Psychology 1 u

Support for field experiences for School Psychology Program Students. Includes a supporting seminar.
Prerequisite: Admission to MSE-School Psychology

PSYCH 793

Practicum in School Psychology 3-9 u

A two and one-half hour weekly seminar includes school psychological services involving the role, issues, ethics, laws and regulations pertaining to school psychology. Two days per week in a public school setting are required along with a minimum of one hour of supervision of the field placement experience.
Prerequisite: Admission to the Graduate Program in School Psychology. Repeatable up to 15 units.

PSYCH 795

Internship in School Psychology 3 u

The internship in School Psychology is a full-time placement experience (at least half of which takes place in a public school setting) providing the student with the opportunity to acquire proficiency in the area of School Psychology. Internship supervision is on campus and in work setting. Grading is on a pass/fail basis.

The M.S.E. School Psychology Degree, PSYCH 793, and sixty credits defined by the Department of Instruction toward the Initial Educator License.

PSYCH 796

Special Studies in School Psychology 1-3 u

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PSYCH 797

Specialist Project Research 1 u

Students, under faculty supervision, propose, design, and carry out an applied project within the field of School Psychology. Approved quantitative and qualitative studies, comprehensive reviews, school-based program evaluations, or student designed assessment or intervention procedures receive faculty support and guidance. Students meet individually with faculty project advisors. Repeatable.

Prerequisite: PSYCH 715 or equivalent and admission to the Educational Specialist degree program in School Psychology.

PSYCH 799

Thesis Research 1-6 u

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.