

# DEPARTMENT OF PSYCHOLOGY & COUNSELING

Georgian Court University offers a Doctor of Psychology degree program in School Psychology; Master of Arts degree programs in Clinical Mental Health Counseling, School Psychology, and Applied Behavior Analysis; a Certificate of Advanced Graduate Study in School Psychology, a Post-Master's Graduate Certificate in Applied Behavior Analysis, and a GCU Professional Counselor Certificate. Qualified candidates interested in any of these programs must submit all requirements for review (see individual programs for specific requirements). Admission to any of the programs is contingent on the outcome of an interview with the program faculty. Candidates will be notified in writing as to their status.

## Programs

- Applied Behavior Analysis, M.A. (<http://catalog.georgian.edu/graduate/school-arts-sciences/psychology-counseling/applied-behavior-analysis-ma/>)
- Applied Behavior Analysis, Post-Master's Graduate Certificate (<http://catalog.georgian.edu/graduate/school-arts-sciences/psychology-counseling/applied-behavior-analysis-cert/>)
- Psychology, B.A./Applied Behavior Analysis, M.A. (<http://catalog.georgian.edu/graduate/school-arts-sciences/psychology-counseling/psychology-ba-applied-behavior-analysis-ma/>)
- Clinical Mental Health Counseling, M.A. (<http://catalog.georgian.edu/graduate/school-arts-sciences/psychology-counseling/clinical-mental-health-counseling-ma/>)
- Professional Counselor, Graduate Certificate (<http://catalog.georgian.edu/graduate/school-arts-sciences/psychology-counseling/gcu-professional-counselor-certificate/>)
- School Psychology, M.A./Certificate of Advanced Graduate Study in School Psychology (<http://catalog.georgian.edu/graduate/school-arts-sciences/psychology-counseling/school-psychology-ma-certificate-advanced-graduate-study-school-psychology/>)
- School Psychology, Psy.D. (<http://catalog.georgian.edu/graduate/school-arts-sciences/psychology-counseling/school-psychology-psyd/>)
- School Psychology, Psy.D., Advanced Standing (<http://catalog.georgian.edu/graduate/school-arts-sciences/psychology-counseling/school-psychology-psyd-adv-stand/>)

## Courses

### Applied Behavior Analysis Courses (ABA)

#### ABA501 Ethical & Professional Conduct (3.0 Credits)

An examination of professional and ethical behavior in the delivery of applied behavior analysis services. The course will focus on the Behavior Analyst Certification Board's (BACB) Professional and Ethical Compliance Code for Behavior Analysts.

Prerequisite(s): Admission to the ABA or School Psychology graduate programs or permission of the program director.

#### ABA502 Measurement & Experimental Design (3.0 Credits)

An examination of the research methods used in Applied Behavior Analysis. Specific focus will be placed on single-subject design, defining and measuring behavior, assessing interobserver agreement, experimental design, and data analysis.

Prerequisite(s): Admission to the ABA or School Psychology graduate programs or permission of the program director.

#### ABA503 Experimental Analysis of Behavior (3.0 Credits)

This course introduces the experimental analysis of behavior, a natural science approach to the study of environment-behavior relations and the foundation for applied behavior analysis. Topics discussed include respondent and operant conditioning, schedules of reinforcement, stimulus control, choice, correspondence relations, verbal behavior and the experimental procedures used to study them.

Prerequisite(s): Admission to the ABA or School Psychology graduate programs or permission of the program director.

#### ABA504 Philosophy of Behaviorism (3.0 Credits)

This course introduces students to radical behaviorism as the philosophical foundation of behavior analysis and the implications of that philosophy for research and practice. Topics addressed will include a radical behavioral perspective of complex topics related to human learning including the mind, thinking, creativity, problem solving, and cultural practices.

Prerequisite(s): B- or better in ABA503.

#### ABA505 Generalization & Training (3.0 Credits)

An advanced seminar in Applied Behavior Analysis that will focus upon the development of behavior change programs that will promote lasting changes in client behavior. Focus will be on factors that promote generalization of treatment effects and best practices in training caregivers to effectively implement behavior change programs.

Prerequisite(s): ABA512.

#### ABA510 Behavior Assessment (3.0 Credits)

An examination of assessment methods used in applied behavior analysis. Focus will be placed on functional behavior assessment, preference and reinforcer assessment, and skills assessment. Special emphasis will be placed on functional analysis methodology.

Prerequisite(s): Admission to the ABA or School Psychology graduate programs or permission of the program director.

#### ABA511 Behavior Change Procedures I (3.0 Credits)

An examination of the fundamentals of behavior change in applied settings. Focus will be placed on procedures to teach adaptive behavior, decrease problem behavior, and promote generalization and maintenance of behavior change.

Prerequisite(s): ABA503 and ABA510.

#### ABA512 Behavior Change Procedures II (3.0 Credits)

An advanced seminar on behavior change procedures. Study the factors that influence program development, including system and family variables, implementation of programs with treatment integrity, and the supervision and management of behavior change agents.

Prerequisite(s): ABA511.

#### ABA513 Verbal Behavior (3.0 Credits)

An introduction to Skinner's (1957) analysis of verbal behavior. Students will learn the theoretical and conceptual foundations of verbal behavior and procedures for assessing and teaching verbal operants.

Prerequisite(s): ABA504.

**ABA514 Behavioral Interventions for Autism (3.0 Credits)**

An examination of behavioral interventions (ABA) for individuals with autism across the life span. Course content will focus on early intensive behavioral intervention; interventions that address motor, academic, social, and language skills; assessment of interventions; and vocational training for adults with autism.

Prerequisite(s): ABA511.

**ABA515 Stimulus Control (3.0 Credits)**

An advanced seminar in applied behavior analysis that will focus on the concepts, principles, and applications of stimulus control. Students will acquire a thorough understanding of stimulus control and learn how to design interventions based on stimulus control.

Prerequisite(s): B- or better in ABA503 and ABA511.

**ABA529 Special Topics in ABA (1.0 Credits)**

Exploration of selected areas of applied behavior analysis not covered in the regular curriculum. The course may be repeated when different topics are offered.

**ABA550 Practicum in Applied Behav. Analysis (3.0 Credits)**

Students will gain applied experience under the supervision of a Board Certified Behavior Analyst (BCBA). Experience hours will be accrued according to the experience standards set forth by the Behavior Analyst Certification Board (BACB). Students are responsible for arranging their own experience and supervisor arrangements. In-class time will focus on discussion of applied experiences and completion of assignments. Repeatable up to 6 credits.

Prerequisite(s): Permission of instructor.

**ABA551 ABA Practicum Continuation (3.0 Credits)**

Continuation of practicum supervision for individuals who desire to continue their practicum beyond the 6-credit maximum for ABA550. May be taken repeatedly; does not provide credit toward the Master of Arts in Applied Behavior Analysis.

Prerequisite(s): 6 credits of successful completion of ABA550 and permission of the director of practica for the Applied Behavior Analysis program.

**ABA560 Research in Applied Behavior Analysis (1.0 Credits)**

Students work under the supervision of a faculty member to develop and conduct a research project. Course is offered on application.

Prerequisite(s): Permission of instructor.

## Clinical Mental Health Counseling (CMH)

**CMH5100 Introduction to Counseling Skills (3.0 Credits)**

This course is designed for students to learn and practice interviewing and counseling skills, the intake interview process, suicide assessment, and how to conduct a mental status examination. Self-exploration and counselor self-development will also be addressed. Students who receive a grade below a B must repeat the course.

**CMH5101 Advanced Psychopathology&Diagnosis (3.0 Credits)**

Students will engage in an in-depth examination of current research and theory regarding psychological disorders. The development of diagnoses within the context of the Diagnostic and Statistical Manual of the American Psychiatric Association will also be examined and practiced.

Prerequisite(s): An undergraduate course in abnormal psychology.

**CMH5200 Multicultural Issues in Counseling (3.0 Credits)**

Exploration of various issues regarding counseling individuals from diverse ethnic and cultural groups. Family structure, gender role, socioeconomic issues, community and cultural influences and religious beliefs as well as other issues will be discussed.

**CMH5201 Spirituality in Counseling (3.0 Credits)**

This course examines the intersectionality of religious and/or spiritual identity and clinical mental health diagnosis from theoretical, philosophical, and developmental frameworks. In addition, students will explore trauma treatment that accounts for other identities (e.g. gender, age, sexual orientation, race, and culture), with an emphasis on clinical application and professional limits. (Not offered every year).

**CMH5300 Counseling Theories (3.0 Credits)**

Basic counseling techniques and in-depth exploration of counseling theories: psychodynamic, cognitive, behavioral, humanistic, existential. Application of theory-to-case analysis including diagnosis and developmental factors.

Prerequisite(s): CMH5100.

**CMH5301 Clin Mntl Hlth Cnslng Interven (3.0 Credits)**

Further exploration of theory-based counseling techniques and community-based interventions. Consideration will be given to issues such as mental health care and coverage, termination issues, outcome evaluation, and related current issues.

Prerequisite(s): CMH5300 and CMH5600.

**CMH5302 Appraisal of the Individual (3.0 Credits)**

Psychometric theories and approaches to appraisal are covered, along with reliability and validity and use of test results in counseling

**CMH5303 Techniques of Group Counseling (3.0 Credits)**

Observation and measurement of group dynamics, stages of group development, theoretical approaches to groups, setting guidelines, establishing confidentiality, clarifying issues and goals, maintaining trust, resolving conflicts, termination issues, ethical issues. Participation in a course-sponsored group experience will also be required.

Prerequisite(s): CMH5100.

**CMH5304 Tech Marr & Fam Cnslng (3.0 Credits)**

Theory, process and techniques of family and marriage counseling, including the effects of ethnicity on family interaction patterns.

Prerequisite(s): CMH5100.

**CMH5305 Cog/Beh Trtmnt Techs (3.0 Credits)**

Concepts of treatment using cognitive behavioral treatment model and the application of this approach to DSM 5 diagnostic categories and various presenting problems will be explored and discussed. Not offered every year.

Prerequisite(s): CMH5301.

**CMH5355 Introduction to Addictions Counseling (3.0 Credits)**

An examination of the major treatment approaches to substance abuse and their accompanying etiologies. Investigation of the pharmacological and medical aspects of commonly abused substances. The meaning of addiction and abuse in relation to related compulsive behavior will also be explored. Major treatment models and underlying theories will be addressed. Assessment and differential diagnosis skills will be emphasized. Compulsive behaviors such as overeating and gambling will be discussed.

Prerequisite(s): CMH5100 and CMH5101.

**CMH5356 Treatment of Addictive Disorders (3.0 Credits)**

An examination of various treatment models and approaches for treatment of addictive disorders including drug and alcohol abuse as well as other addictive behaviors. The theory and techniques of individual, group, family, and couples counseling with addicted patients are presented, with an emphasis on empirically validated approaches.

Prerequisite(s): CMH5100 or equivalent.

**CMH5357 Sem Addict Trtmt & Prev (3.0 Credits)**

This course is designed to enhance the ability of the counselor specializing in addictions to use research for the development and evaluation of effective and empirically validated approaches to treatment and prevention. The application of physiological, neurological, psychological, and social research to conceptualization, development, and implementation of treatment and prevention interventions will be emphasized.

Prerequisite(s): CMH5355.

**CMH5400 Lifespan Development (3.0 Credits)**

Normative developmental processes are covered from birth through late adulthood, including social, emotional, physical and cognitive perspectives.

**CMH5500 Orgn Cnslng & Career Dev (3.0 Credits)**

Career development theories and current research and applied literature on career/vocational assessment and planning, employee assistance programs, safety and wellness programs, workforce diversity, family and lifestyle issues, outplacement and retirement will be examined.

**CMH5600 The Counseling Profession (3.0 Credits)**

The role of the counselor in various settings is explored, including goals, organizational supports, history and trends, professional ethics, legal issues, credentialing standards, and working in managed care settings.

**CMH5601 Psychopharmacology (3.0 Credits)**

Study of basic functioning of the nervous system: hypothesized etiologies and integrated treatment implications of DSM 5 disorders; indications, contraindications, efficacy, side-effects, interactions, and success indicators for commonly-used medications. Differences between using certain medications in the treatment of adults vs. children and adolescents are also discussed.

**CMH5602 Treatment of Personality Disorders (1.0 Credits)**

Treatment of personality disorders from current theoretical perspectives will be reviewed.

**CMH5603 Crisis Intervention (3.0 Credits)**

This course will provide the student with information and skills necessary for crisis intervention work. It will address various crisis intervention models, the necessary skills for multiple assessment systems, as well as crisis case handling in situations such as suicides, school violence, hostage crises, medical crises, and personal loss. The course is appropriate for both community counseling graduate students and school psychology certification students. Not offered every year.

Prerequisite(s): CMH5100 and CMH5300.

**CMH5604 Seminar In Adult Psychopathology (3.0 Credits)**

An in-depth examination of the current theories and research on physical, cognitive, conative, social and emotional disorders of adulthood. Not offered every year.

Prerequisite(s): CMH5101.

**CMH5605 Integrative Professional Seminar (3.0 Credits)**

An integration and synthesis of the core areas in the field of counseling: Human Growth & Development, Social & Cultural Foundations, Helping Relationships, Group Counseling, Career & Lifestyle Development, Assessment & Appraisal, Research & Program Evaluation, Professional Orientation & Ethics. This is an advanced seminar for students who have completed the courses for the M.A. program or are taking post-Masters' credits. Particular emphasis is placed on preparing students for the CPCE and NCE.

Pre/corequisite(s): CMH5200, CMH5301, CMH5302, CMH5303, CMH5400, CMH5500, CMH5600, CMH5700, or permission of instructor.

**CMH5612 AdvSemEthicsinCouns&Psychotherapy (3.0 Credits)**

An in-depth study of legal and ethical issues that arise in the counseling profession through the use of case studies. Emphasis will be placed on the process of ethical decision making. Special attention will be paid to the ethical standards of the American Counseling Association as well as federal and state laws.

Prerequisite(s): CMH5100 and CMH5300.

**CMH5700 Applied Research Methods (3.0 Credits)**

Inferential statistical techniques and factorial research designs will be covered including between group designs, repeated measures, mixed designs, multivariate analysis, parametric and nonparametric analysis.

**CMH5701 Program Assessment (3.0 Credits)**

The course is designed to prepare students to develop, to participate in and to evaluate the structure, function and effectiveness of programs and services in counseling perspectives and settings. Not offered every year.

Prerequisite(s): CMH5100, CMH5300.

**CMH5702 Clinical Case Studies (3.0 Credits)**

Analysis of intake, establishing diagnosis, note-taking and record keeping, interpretation of clinical data, report structure and writing, goals and outcomes. Not offered every year.

Prerequisite(s): CMH5100.

**CMH5703 Case Formulation (3.0 Credits)**

This course focuses on the assessment of multiple factors related to mental health disorders in adults and the use of clinical case formulation as a guide for treatment/clinical interventions. It examines symptoms, conceptualization, development factors, theories of etiology, treatment interventions and prognosis within each diagnostic category and reviews a variety of assessment tools with significant consideration given to individual contexts. While exposure to a broad base of theories in relation to case formulation will be presented, the emphasis will be conceptualization within a CBT framework.

Prerequisite(s): CMH5100 and CMH5300.

**CMH5710 Advanced Topics (1.0 Credits)**

An in-depth examination of the current theories and research on topics of special interest. (Not offered every year.) May be offered for 1 to 3 credits; Students may take the course repeatedly if new topics are covered.

**CMH5800 Practicum in Counseling (4.0 Credits)**

The student will select a placement reflective of her or his area of interest in a mental health agency, college counseling center, etc., and participate in intake interviews, individual and group counseling and other counseling related activities for 100 hours. Supervision will take place individually on site, as well as with the university-based supervisor and supervision groups. Students who receive a grade below a B must repeat the course.

Prerequisite(s): CMH5101, CMH5300, and CMH5600, and graduate faculty recommendation.

Corequisite(s): CMH5301 and graduate faculty recommendation.

**CMH5802 Internship in Counseling I (4.0 Credits)**

The student will select a placement reflective of her or his area of interest in a mental health agency, college counseling center, etc., and will provide counseling under supervision for at least 300 hours beyond the Practicum in Counseling level. Emphasis is placed on counseling skills development and professional identity. Supervision takes place individually on site as well as in small groups with the university-based supervisor. Students who receive a grade below a B must repeat the course.

Prerequisite(s): CMH5800 and CMH5301.

**CMH5804 Internship in Counseling II (4.0 Credits)**

The student will select a placement reflective of her or his area of interest in a mental health agency, college counseling center, etc., and will provide counseling under supervision for at least 300 hours beyond the Internship in Counseling I level. Emphasis is placed on counseling skills development and professional identity. Supervision takes place individually on site as well as in small groups with the university-based supervisor. Students who receive a grade below a B must repeat the course.

Pre/corequisite(s): CMH5802.

**CMH5806 Internship Continuation (1.0 Credits)**

Students should register for this if they are completing the required hours for the internship experience.

**CMH6000 Proseminar (3.0 Credits)**

An intensive examination of the professional literature of counseling and related disciplines as a science and profession. The examination will focus upon recent trends as well as significant theoretical positions and major controversies. A comprehensive literature review on a topic of interest will be developed.

**CMH6001 Thesis Seminar I (3.0 Credits)**

Seminar to consult with faculty concerning the development of an approved master's topic. While in seminar, students are expected to develop a proposal that will include a comprehensive literature review that will meet with the approval of the seminar faculty. Students who have not developed an approved proposal after two semesters of seminar may be required to meet with the chairperson to determine the future direction of their studies.

Prerequisite(s): CMH5700 and CMH6000.

**CMH6002 Thesis Seminar II (3.0 Credits)**

A seminar for advanced students to conduct the research that they have designed in CMH6001. The student will work under the direction of a faculty mentor. This advanced seminar will culminate in the approved completion of an appropriate master's thesis.

Prerequisite(s): CMH6000 and CMH6001.

**CMH6100 Supervision in Counseling (3.0 Credits)**

Students will understand the supportive, developmental, educational, administrative and performance management purposes of supervision and develop a personalized structure for delivering supervisory services in context. They will also identify social, psychological and organizational factors that influence the effectiveness of supervision and develop skills to improve the management of these factors by working through case studies and real-world difficulties that are brought to class.

## School Psychology (SPS)

**SPS5102 Asmnt & Intvntn of Reading Difficulties (3.0 Credits)**

Students will develop an understanding of how children are typically taught to read in schools and the potential areas of difficulties for struggling readers. Students will understand the process of assessing and intervening with children in all aspects of literacy development, including phonemic awareness, word recognition, phonics, fluency, and phonological processing skills. The prevention of reading difficulties in children will be a major topic of the course.

**SPS5104 Data-BasdDec-Mkingl:Beh&Soc/EmoAss&Intrv (3.0 Credits)**

The student will develop skills in the administration, scoring, interpretation and integration of various assessment instruments, including projective, objective, and observational procedures, of children and adolescents. The focus of the course will be the assessment of the social-emotional functioning of pupils. The development of report writing skills in the communication of evaluation results to parents/guardians and school personnel also will be stressed. Students who receive a grade below a B- must repeat the course. Lab fee.

Prerequisite(s): Matriculating school psychology graduate student as part of master's-level coursework.

**SPS5105 Sem in Ethical Conduct for Sch Psych (3.0 Credits)**

An in-depth examination of the requirements and expectations of professional and ethical behavior as specified in the National Association of School Psychologists (NASP) Principles for Professional Ethics and the Behavior Analyst Certification Board's (BACB) Professional Disciplinary and Ethical Standards and Guidelines for Responsible Conduct for Behavior Analysts.

**SPS5110 Multicultural Issues in Sch Psych (3.0 Credits)**

The multicultural course is designed to provide an introduction to some of the cultural, socioeconomic, racial, and ethnic variables that impact service delivery in school psychology. Students will develop an understanding and appreciation of cultural and ethnic differences among individuals, groups, and families. Students will enhance their ability to apply their knowledge in the area of multicultural issues to their personal lives as well as their professional work. The students will demonstrate competence in self-awareness, other awareness, cultural sensitivity, and an ability to access resources to provide more culturally appropriate services to children and families of color. Students will also show an ability to identify possible culturally relevant solutions to ethical conflicts/dilemmas. Students who receive a grade below a B- must repeat the course.

**SPS5190 Sem in Psych Services in the Schools (1.0 Credits)**

This introductory seminar course will introduce school psychology students to the practice of school psychology and best practices in providing school-based psychological services. Historical developments, best practices, and current trends in the profession will be discussed.

**SPS5302 Appraisal of the Individual (1.0 Credits)**

Survey of historical and modern assessment instruments used within the field of School Psychology. Overview of basic reliability and validity standards for assessment instruments along with performance indicators (standard scores, t-scores, percentile ranks, etc.).

**SPS5401 Sem in Child & Adolescent Development (3.0 Credits)**

An in-depth examination of current theories, research and applications of development from the prenatal through adolescent periods.

**SPS5402 Seminar: Psychopathology of Childhood (3.0 Credits)**

An in-depth examination of current theories and research on physical, cognitive, social, and emotional developmental disorders.

**SPS5406 School Crisis Prevention & Intervention (3.0 Credits)**

The course will cover not only the range of crisis situations which school psychologists encounter in their work with children and adolescents in educational settings, but also the prevention of such events. Issues of school climate, school discipline, and the role of school psychologists in having an impact on these policies will be addressed. Crises covered will include system-wide crises such as school shootings, bomb threats, and natural disasters, and those posed to individual students such as bullying, physical abuse, and suicide. The course will also address methods of intervention within the school setting as well as the impact of trauma on children. Emphasis will be on those prevention practices and interventions which are demonstrated by the research literature to promote healing.

**SPS5700 Statistics & Research Design I (3.0 Credits)**

A research methods and introductory graduate statistics course that reviews the scientific method as it applies to behavioral and social sciences. Descriptive, correlational, quasi-experimental, and experimental research designs are reviewed. Inferential statistical techniques reviewed include ANOVA, Factorial ANOVA, regression, multiple regression, and nonparametric statistics. Program review and qualitative research design and analysis are introduced.

**SPS5910 Beh Assessment in Edu & Comm Settings (3.0 Credits)**

Investigate the behavior analytic techniques employed by behavior analysts to identify, operationally define, and assess behavioral excesses and deficits. Emphasis on count, frequency, rate, topography, latency, duration, magnitude, intensity, celeration, and reliability and validity of behavioral measures.

**SPS6100 Introduction to Counseling Skills (3.0 Credits)**

This course is designed for students to learn and practice interviewing and counseling skills, the intake interview process, suicide assessment, and how to conduct a mental status examination. Self-exploration and counselor self-development will also be addressed. Students who receive a grade below a B- must repeat the course.

**SPS6103 Data-BasdDec-MkingII:CogAsmnt&Intvntn (3.0 Credits)**

The student will develop skills in the administration, scoring, interpretation, and communication of the results of the major individual intelligence tests. Other areas related to the assessment of the cognitive abilities of children, adolescents, and adults will be analyzed, including problems and issues in assessment and legal and ethical considerations. Students who receive a grade below a B- must repeat the course. Lab fee.

**SPS6106 Prac I: Consultation & Collaboration (3.0 Credits)**

This first practicum course will introduce the attitudes, concepts, and skills of indirect service delivery in the schools through consultation. Students will be placed in a school for a half-day per week throughout the semester and receive 40 practicum hours upon successful completion of this course. The course is designed to produce consultation and organizational development skills, which will facilitate effective practice in working with instructional, administrative, and support staff to meet the academic, social, and behavioral needs of children in the schools. The course will emphasize communication skills; introduce various models of consultation, including systems-level consultation; produce an understanding of the stages of consultation, and focus on the importance of intervention design and ongoing assessment for progress.

**SPS6109 Data-BasdDec-MkingIII:PsychoEdAsmnt&Intv (3.0 Credits)**

Data-Based Decision Making III: Integrated Psychoeducational Assessment and Intervention reviews academic and cognitive norm-referenced assessment tools with an emphasis on using integrated, co-normed assessment systems. The integration of curriculum-based measures (CBMs) and observational tools into a complete assessment process is discussed. Intervention approaches for educational difficulties are surveyed, highlighting the link between assessment and specific intervention techniques.

**SPS6150 Special Topics in School Psychology (1.0 Credits)**

Selected topics of recent interest within the applied and research areas of school psychology, clinical-child psychology, and/or educational psychology. Topics will vary from year to year. The course is open to graduate students with permission from the course instructor. The course may be repeated when different topics are offered.

**SPS6200 Externship I (3.0 Credits)**

The externship is a 1,200-hour experience in the public schools (two consecutive 600-hour semesters). The externship provides the opportunity for students to refine assessment, counseling, and intervention skills, and it is structured to meet the requirements for certification as a school psychologist by the New Jersey State Department of Education. Supervision will be provided on site by certified school psychologists as well as by the university supervisor of externs. Students who receive a grade below a B- must repeat the course. Prerequisite(s): completion of all coursework.

**SPS6202 Externship II (3.0 Credits)**

The externship is a 1,200-hour experience in the public schools (two consecutive 600-hour semesters). The externship provides the opportunity for students to refine assessment, counseling, and intervention skills, and it is structured to meet the requirements for certification as a school psychologist by the New Jersey State Department of Education. Supervision will be provided on site by certified school psychologists as well as by the university supervisor of externs. Students who receive a grade below a B- must repeat the course. Prerequisite(s): completion of all coursework.

**SPS6206 Externship Continuation (3.0 Credits)**

Students should register for this course if they are completing the required hours for the externship experience. Repeatable for up to 6 credits. May be offered for 1-3 credits.

**SPS6403 Neuro Basis of Educational Disorders (3.0 Credits)**

This course will introduce the student to neuroanatomy and to central nervous system structure, organization, and function. Students will gain an understanding of the principle of the neurological mediation of behavior, particularly as it pertains to children with disabilities as defined by the New Jersey administrative code vis-à-vis special education.

**SPS6405 Sem Adv Counseling with Children & Adol (3.0 Credits)**

Building on the skills learned in SPS5100, students will explore various counseling theories in depth and perform skills associated with multiple counseling techniques. Counseling theories reviewed include: CBT, REBT, play therapy, solution-focused therapy, reality therapy, and Adlerian therapy. Students will apply techniques to actual clients in practice counseling sessions with supervision. Diagnostic assessment and intervention will also be discussed. Prerequisite(s): SPS6100.

**SPS6801 Practicum II: Advanced Practice (3.0 Credits)**

This second practicum course requires students to be in the schools for one full day per week throughout the semester. Unlike Practicum I, which focuses primarily on system-wide issues that have an impact on children and on the development of consultation and communication skills, Practicum II provides opportunities for skill development in the areas of cognitive and social/emotional assessment and group and individual counseling with school-age children.

**SPS6911 Beh Interventions in Edu & Comm Settings (3.0 Credits)**

Examine the elements of behavior change and procedures to accomplish behavior increases, decreases, generalization, and maintenance in educational settings. Emphasis on reinforcement, schedules of reinforcement, extinction, and alternate treatment procedures.

Pre/corequisite(s): ABA510 or SPS5910.

**SPS6912 Adv Beh Chng Procdr in Edu&Comm Settings (3.0 Credits)**

Study the factors that influence program development, including system and family variables, implementation of programs with treatment integrity, and the supervision and management of behavior change agents. Emphasis is on doing so in educational settings. Pre/ Corequisite(s): SPS5910 and SPS6911..

**SPS7100 History & Developmental Theory in Psych (3.0 Credits)**

A survey of the major theoretical systems in psychology, focusing on the scientific foundations of the field related to human development as well as the development of professional practice in the 20th and 21st centuries.

**SPS7150 Personality Theory (3.0 Credits)**

The purpose of this course is to provide an overview of the various psychological theories of personality. This course will review psychoanalytic, humanistic, biological, behavioral, cognitive, trait and skill, and interactionist theories and will review major theorists such as Freud, Jung, Adler, Horney, Erikson, Skinner, and others as appropriate.

**SPS7200 Social & Organizational Psychology (3.0 Credits)**

A broad overview of the methodologies, research findings, and theories within social psychology and industrial/organizational psychology will be offered to provide an understanding of the basic scientific approach to the social world that psychologists can utilize in both clinical work and in research.

**SPS7250 Cognition & Learning (3.0 Credits)**

The student will learn the major theories, issues, and areas of research in cognitive development. An emphasis will be made on the application of these concepts to education, learning, and academic skills development. The course will cover theoretical frameworks for the study of cognitive development, including information processing theory. Specific areas of cognitive development, such as problem solving, critical thinking, and memory will be discussed, as well as the application of cognitive development theory to the classroom setting and instruction.

**SPS7300 Seminar in Advanced Psychopathology (3.0 Credits)**

An in-depth examination of current psychological and psychiatric disorders as described in the DSM-5 and ICD-10. This course prepares graduate students for advanced diagnostic evaluation and treatment of psychological and psychiatric disorders, which are expected of advanced graduate students with special emphasis on children, adolescents, and young adults. 3 credits.

**SPS7350 Physiological Basis of Behavior (3.0 Credits)**

An overview of neuroanatomy and how its function and dysfunction impact everyday life. Emphasis will be placed on the role of neuroanatomy in mental health functioning along with neuropsychological assessment and psychopharmacology.

**SPS7400 Prac III:Systems-LevelSrvcsInEduSetting (3.0 Credits)**

This third practicum course will continue the skill development of students in the areas of indirect service delivery and systems-level interventions in the schools. Students will be placed in a school for one day per week throughout the semester and receive 120 practicum hours upon the successful completion of this course. The course is designed to produce organizational development skills, which will facilitate effective practice in working with instructional, administrative, and support staff to meet the academic, social, and behavioral needs of children in the schools. The course will focus on building skills in the assessment of systems-level issues, the development of interventions/programs based on assessments, and the evaluation of interventions/programs within the school setting.

**SPS7450 Supervision of Psychological Services (3.0 Credits)**

The student will develop skills in the supervision of psychological services to psychologists and other mental health professionals with a specific emphasis on the supervision of counseling services. Various methods of supporting supervisees and providing effective administration of psychological services in school and other mental health settings will be explored.

**SPS7500 Statistics & Research Design II (3.0 Credits)**

Advanced statistical topics such as RM-ANOVA, ANCOVA, MANOVA, MANCOVA, and advanced forms of regression will be discussed. Emphasis will be placed on the utility of each technique to analyze data in both research and applied venues using appropriate research designs. The ability to effectively use statistical software will also be reviewed.

**SPS7550 Statistics & Research Design III (3.0 Credits)**

Advanced statistical topics such as path analysis, SEM, discriminant function analysis, principal components analysis, exploratory factor analysis, and confirmatory factor analysis are discussed. Emphasis will be placed on the utility of each technique to analyze data in both research and applied venues using appropriate research designs. The ability to effectively use statistical software will also be reviewed.

**SPS7600 Research and Psychological Measurement (3.0 Credits)**

This course will review major research areas within the field of professional psychology with a special emphasis on school psychology-related topics. This course will also review the expectations and procedures for appropriate development of a doctoral dissertation in professional psychology. Students will use the information gained in this course to develop their dissertation topic area.

**SPS7700 Dissertation (3.0 Credits)**

This course, along with SPS7900 and SPS7901, is part of the capstone sequence of the School Psychology doctoral program. Student are required to generate an original piece of scholarship that contributes to the field of school psychology. This scholarship proposal must be successfully approved via a formal dissertation proposal defense before the graduate student may advance to SPS7900. Students are required to take 3 credits of dissertation in the fall and spring semesters before their internship year. This is an hours arranged and pass/fail course.

**SPS7701 Dissertation Continuation (1.0 Credits)**

This course is required of all students who have not successfully defended their dissertation proposal before enrolling in SPS7900. This course will allow doctoral students to continue their dissertation research, working alongside their faculty dissertation committee chairperson. Students must also register for this course every fall and spring semester after completing SPS7901 until they have successfully defended their dissertation. This is an hours arranged and pass/fail course.

**SPS7900 Pre-Doctoral Internship I (4.0 Credits)**

This culminating experience consists of a full-time, full-year, 1,500-hour internship experience, divided into semesters with each semester consisting of up to 750 hours. Students wishing to pursue licensure for the independent practice of psychology will complete a minimum of 1,750 hours. A minimum of 600 hours of this experience must be completed in a Pre-K-12 school setting if the student is not already a certified school psychologist. Students placed in Pre-K-12 school settings must be supervised by a certified school psychologist. Students placed in non-educational settings must be supervised by a licensed psychologist. The university supervisor conducts a minimum of one site visit per semester. During the internship, students are expected to go beyond the range of services they provided during their masters- or specialist-level externship. Internship-specific practice requirements will be dependent on the intern's placement (e.g., school, pediatric hospital, psychological services clinic, etc.) and will be detailed in the intern's contract with their field placement supervisor. Repeatable for up to 8 credits. May be offered for 1-4 credits.

Prerequisite(s): Permission of the instructor.

**SPS7901 Pre-Doctoral Internship II (4.0 Credits)**

Continuation of the culminating experience which consists of the second half of the full-time, full-year, 1,500-hour internship experience, divided into semesters with each semester consisting of up to 750 hours. Students wishing to pursue licensure for the independent practice of psychology will complete a minimum of 1,750 hours. A minimum of 600 hours of this experience must be completed in a Pre-K-12 school setting if the student is not already a certified school psychologist. Students placed in Pre-K-12 school settings must be supervised by a certified school psychologist. Students placed in non-educational settings must be supervised by a licensed psychologist. The university supervisor conducts a minimum of one site visit per semester. During the internship, students are expected to go beyond the range of services they provided during their masters- or specialist-level externship. Internship-specific practice requirements will be dependent on the intern's placement (e.g., school, pediatric hospital, psychological services clinic, etc.) and will be detailed in the intern's contract with their field placement supervisor. Repeatable for up to 8 credits. May be offered for 1-4 credits.

Prerequisite(s): Permission of the instructor.

## Faculty

**Susan E.O. Field, Professor of Psychology; Chair, Department of Psychology and Counseling; Director of the TPSID Program**

Ph.D., A.M., Harvard University  
A.B., Washington University

**Theresa J. Brown, Professor of Psychology; Director of the Applied Behavior Analysis Program**

Ph.D., M.A., Bowling Green State University  
B.A., Montclair State College

**Marni Elson-Victor, Field Placement Coordinator (Psychology)**

M.S., B.A., Pace University

**Harriett Gaddy, Associate Professor of Psychology and Counseling; Director of the Clinical Mental Health Counseling Program**

Ph.D., Seton Hall University  
M.A., B.A., Montclair State College

**Stephanie Rahill, Associate Professor of Psychology; Director of the Psy.D. in School Psychology Program; Director of the M.A. in School Psychology Program; Director of the Center for Teaching and Learning**

Ph.D., University of Maryland, University College  
M.A., University of Delaware  
B.A., George Washington University

**Lynn M. DeCapua, Professor of Psychology**

Ph.D., M.S., Fordham University  
B.A., Georgian Court University

**Karen J. Kelly, Assistant Professor of Psychology**

Ph.D., M.A., Columbia University  
M.A., Montclair State University  
B.A., Rutgers, The State University of New Jersey

**Chad Kinney, Assistant Professor of Psychology**

Ph.D., M.S., Florida Institute of Technology  
B.A., Western Governors University  
B.S., University of Florida

**Nicola A. Meade, Assistant Professor of Psychology**

Ph.D., Old Dominion University  
M.S., Loyola University (MD)  
B.A., University of Oregon  
A.A., Montgomery College

**Lori Nixon, Assistant Professor of Psychology**

Ph.D., Barry University  
M.A., B.A., Monmouth University

**Heather Tacovsky, Assistant Professor of Psychology**

Psy.D., Philadelphia College of Osteopathic Medicine  
M.A., Georgian Court University  
B.A., Albright College

**Christopher T. Trigani, Professor of Psychology**

Ph.D., M.S., Fordham University  
B.A., Georgian Court University