

Institute of Psychology

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Tamara Sher

Division Head, Industrial, Organizational and Business Psychology:

Roya Ayman

Division Head, Rehabilitation Psychology:

Frank Lane

The Institute of Psychology offers graduate programs in Clinical, Industrial/Organizational (I/O) and Rehabilitation Psychology. The institutes goal is to provide students with a scientist-practitioner model of training that integrates theory, research, and practice. Each program requires specific research, practicum, internship and curricular activities, which are linked to the specific goals of the individual training program.

Degrees Offered

Master of Science in Personnel and Human Resource Development
Master of Science in Psychology
Master of Science in Rehabilitation Counseling

Doctor of Philosophy in Psychology
Doctoral specialty training in: Clinical, Industrial/Organizational, Rehabilitation
Postdoctoral Retraining in Clinical Psychology

Combined Degree Programs

Bachelor of Science in Psychology/Master of Science in Personnel and Human Resources Development

Bachelor of Science in Psychology/Master of Science in Rehabilitation Counseling

Research Centers

Psychology faculty and students collaborate on applied research projects through the Center for Research and Service.

The National Consortium on Stigma and Empowerment (NCSE) is a reasearch group meant to promote recovery from mental illness by understanding the stigma

associated with mental illness and promoting personal empowerment. The consortium itself is located at Illinois Institute of Technology, directed by Patrick Corrigan, and includes a collection of researches at Yale University, the University of Pennsylvania, Rutgers University, the University of Wisconsin, Illinois State University, and the University of Chicago.

Research Facilities

Facilities include laboratories for human behavioral assessment studies, psychophysiological research, infant and maternal attachment research, and testing and interviewing laboratories with one-way mirror viewing. Special computer and video equipment is part of the research

facilities. There are graduate student offices, a testing library and a student lounge. The University Center for Disability Resources is housed within the Institute of Psychology. Many journals and databases are available through IITs libraries.

Research Areas

Clinical psychology faculty interests include health psychology, behavioral medicine, attachment, child social and emotional development, educational assessment, couples treatment, family therapy, social support, and mood disorders. Some clinical students work with Rehabilitation faculty in areas such as adjustment to disability, stages of change, stigma and prevention, psychiatric rehabilitation, and cross-cultural issues.

Industrial/Organizational faculty interests include leadership, diversity, organizational climate, work-family interface, safety in the workplace, trainng design and evaluation, performance appraisal, test development, selection bias, and item response theory. Rehabilitation faculty pursue research in the areas of adjustment to disability, vocational rehabilitation, factors affecting job placement, rehabilitation engineering technology, and psychiatric rehabilitation.

Faculty

Roya Ayman, Professor and Head of the Industrial, Organizational, and Business Psychology Division. B.A., M.A., Ph.D., University of Utah. Leadership, diversity, organizational climate, and work-family interface.

Patricia Bach, Assistant Professor and Practicum Coordinator, Clinical Division. B.A., B.S., University of Michigan; Ph.D., University of Nevada. Psychosocial treatment for psychosis; the role of verbal behavior in psychopathology; acceptance and commitment therapy.

Konstantin Cigularov, Assistant Professor, Industrial, Organizational, and Business Psychology Division. B.S., University of Economics, Varna, Bulgaria; M.S., East Central University; Ph.D., Colorado State University. Employee training programs, occupational safety and health.

Patrick Corrigan, Distinguished Professor, Rehabilitation Division. B.S., Creighton University; M.A., Roosevelt University; Psy.D., Illinois School of Professional Psychology. The stigma of disabilities, the disabilities and rehabilitation of people with serious mental illness.

J. Kemp Ellington, Assistant Professor, Industrial, Organizational, and Business Psychology Division. Ph.D., North Carolina State University. Training evaluation and effectiveness, performance appraisal issues such as rater effects, contextual influences, and developmental feedback.

Glen Geist, Professor Emeritus. B.A., Allegheny College; M.S., Ph.D., State University of New York, Buffalo. Factors affecting job placement, rehabilitation counselor education.

Ruthanna Gordon, Assistant Professor. B.A., Hampshire College; M.A., Ph.D., State University of New York, Stony Brook. Decision making, judgment, and memory (specializing in source/reality monitoring).

Joyce Hopkins, Associate Professor, Clinical Division. B.A., McGill University; M.A., Tufts University; Ph.D., University of Pittsburgh. Infant/maternal attachment, high-risk infants and toddlers, maternal psychopathology, and infant development.

Margaret Huyck, Professor Emerita. A.B., Vassar College; M.A., Ph.D., University of Chicago. Gerontology, adult development.

Chow Lam, Distinguished Professor, Rehabilitation Division. B.S., M.S.ed., University of Wisconsin, Whitewater; Ph.D., University of Wisconsin, Madison. Stages of change, cross-cultural issues in rehabilitation.

Frank Lane, Assistant Professor and Head of the Rehabilitation Psychology Division. B.A., St. Leo College; M.H.S., Ph.D. University of Florida. Rehabilitation technology, applied ethics, attitudes, crime, and disability

Jonathon Larson, Assistant Professor, Rehabilitation Division. B.A., Western Illinois University; M.S., Southern Illinois University; Ed.D., Roosevelt University. Staff burnout, psychiatric rehabilitation, supported employment, stigma, mental health leadership.

Eun-Jeong Lee, Assistant Professor Rehabilitation Division. B.A., M.A., The Catholic University of Korea; Ph.D., University of Wisconsin Madison. Cognitive Vulnerability Model of Depression for people with disabilities, psychosocial aspects to people with disabilities, positive psychology and disability, research methodologies, and epilepsy rehabilitation.

Alan Mead, Assistant Professor, Industrial, Organizational, and Business Psychology Division. B.A., M.S., Ph.D., University of Illinois-Urbana. Technological and methodological research areas, including applications of psychometric theory, data mining, computerized testing, analysis software; also individual differences theories of personality and culture.

M. Ellen Mitchell, Professor, Dean of the Institute, Clinical Division. B.A., Hamilton/Kirkland College; Ph.D., University of Tennessee. Social support, family and marital therapy.

Scott Morris, Associate Professor, Assistant Dean of the Institute, Industrial, Organizational, and Business Psychology Division. B.A., University of Northern Iowa; M.S., Ph.D., University of Akron. Personnel selection, employment discrimination, statistics.

Robert Schleser, Professor, Clinical Division. B.A., Rutgers University; M.S., Ph.D., Memphis State University. Sport and performance psychology, developmental issues, educational evaluation.

Tamara Goldman Sher, Professor and Head of the Clinical Psychology Division. B.A., University of Michigan; M.A., Ph.D., University of North Carolina. Health psychology, couples therapy, and couples and health.

Allen Wolach, Professor Emeritus. B.A., University of Illinois; M.A. Roosevelt University; Ph.D., University of New Mexico. Statistical packages, learning models.

Michael Young, Professor, Clinical Division. A.B., University of Chicago; M.A., Ph.D., Adelphi. Seasonal affective disorder, cognitive models of depression, statistical modeling of psychopathology.

Admission Requirements

Cumulative undergraduate GPA minimum: 3.0/4.0
 GRE score minimum for M.S./Ph.D.:
 1000 (quantitative + verbal) 3.0 (analytical writing)
 Minimum TOEFL score: 550/213/80*

The faculty of the Institute of Psychology place primary emphasis on the GRE scores in the verbal and quantitative sections. The masters program in Rehabilitation Counseling does not require the GRE. Meeting the minimum GPA and test score requirements does not guarantee admission. Test scores and GPA are just two of several important factors considered. At least 18 credit hours of undergraduate study in psychology, with at least one course each in experimental psychology and statistics, are required.

Applicants for master's degree programs should have a bachelor's degree from an accredited institution and meet the minimum standards listed above. The exception is the master's in Rehabilitation Counseling; undergraduate general psychology courses are the only required prerequisites for that program. Prerequisite to admission to doctoral programs are a bachelor's or masters degree from an accredited institution, superior academic records in both undergraduate and graduate programs, and favorable recommendations. GRE results are required for all psychology doctoral programs. Applications for admission are evaluated by separate committees for each program (Clinical, Industrial/Organizational, Rehabilitation). Therefore, a prospective student must designate a specialty area on the appropriate form.

* Paper-based test score/computer-based test score/internet based test score.

Program Descriptions

The Clinical Psychology Division offers a Ph.D. degree in Clinical Psychology. The Clinical Psychology Ph.D. program has been fully accredited for over 25 years by the American Psychological Association, and offers training from the cognitive-behavioral and social learning theoretical frameworks. Based on the Boulder scientist-practitioner model, the program emphasizes an integration of clinical practice and applied clinical research. Working with a faculty mentor, students begin research work their first year. Students in the rehabilitation specialization track take rehabilitation courses as electives and do research with Rehabilitation faculty. Clinical practicum experiences take place at general and specialized clinical sites throughout the Chicago area. All students complete an APA-accredited internship. The program prepares students to be license-eligible in the state of Illinois. Graduates typically function as practitioners and researchers in medical centers and multi-disciplinary clinical settings.

The Industrial, Organizational, and Business Psychology Division offers an M.S. degree in Personnel and Human Resource Development and a Ph.D. in Industrial/Organizational Psychology. The Division emphasizes students' exposure to the scientist' and practitioners' viewpoints of the field. Students undertake a balanced education in personnel and organizational topics, disciplines and research. The program strengthens students' quantitative skills for research and consulting. All students are expected to complete two internships. These positions are within various organizations where students are responsible for human resource management and development functions. Students in the Personnel and Human Resource Development master's degree program receive the knowledge and skills necessary for professions in human resources, as well as management

consulting positions. Ph.D. students will acquire a strong theoretical and methodological background in various areas of I/O psychology and are required to complete a minimum of two research projects. Many students in the past have presented and published their work. The Ph.D. curriculum prepares students to choose from several career paths in consulting, corporate human resources, or research and teaching.

The Rehabilitation Psychology Division offers an M.S. degree in Rehabilitation Counseling, a Ph.D. in Rehabilitation Counselor Education, and a Ph.D. in combined Clinical/Rehabilitation Psychology. The mission of the Rehabilitation Counseling program is to prepare master's degree students to perform a vital role as counselors in the vocational, educational, and personal adjustment of persons with physical, mental, and emotional disabilities. The objectives of the program are to: (1) Train individuals in knowledge most relevant to the practice of rehabilitation counseling and (2) Develop mature, capable professionals who are able to relate constructively to clients, to understand normal and deviant behavior, demonstrate therapeutic interactive skills, and to facilitate the clients development of problem solving skills. The program also provides advanced training for persons presently employed in agencies and facilities offering services to persons with disabilities. It prepares counselors for employment in state, federal, and private rehabilitation agencies; hospitals; correctional institutions; public schools; rehabilitation centers; and other organizations serving persons with physical, psychiatric, mental, social or emotional disabilities. The Ph.D. program prepares individuals for careers in university teaching, research and clinical practice in Rehabilitation Psychology. A minor is required for the rehabilitation counseling education track.

Master of Science in Personnel and Human Resources Development

43 credit hours

The M.S. in Personnel and Human Resources Development is designed for individuals who wish to work as applied professionals in areas such as management consulting, human resource management, industrial relations and consumer behavior.

Core course requirements

PSYC 511 Psychometric Theory
PSYC 529 Personnel Selection and Evaluation
PSYC 545 Graduate Statistics I
PSYC 546 Graduate Statistics II
PSYC 555 Training
PSYC 556 Organizational Psychology
PSYC 558 Internship
PSYC 559 Internship

These core courses provide a broad understanding of human relations in the workplace through theory and practice. Electives in industrial/organizational psychology, vocational rehabilitation, public administration, law and business allow for specialization. Designed as a two-year full-time program with a minimum of 43 credit hours required, it also can be undertaken on a part-time basis. A research thesis or project is not required. Completing each I/O and statistics course with a minimum of a "B" constitutes the comprehensive requirement. There is no foreign language requirement.

Minimum requirements for admission include a bachelors degree from an accredited institution, a minimum undergraduate GPA of 3.1/4.0, GRE results, and favorable recommendations. Further information can be obtained from the institute upon request.

Master of Science in Psychology

32 credit hours minimum

Thesis and oral defense

The M.S. in Psychology is almost exclusively a preliminary degree for students working toward a Ph.D. The aim is to evaluate and prepare students for work beyond the M.S. All candidates for the M.S. in Psychology must complete the following requirements:

PSYC 545 Graduate Statistics I
PSYC 546 Graduate Statistics II
PSYC 591 Research and Thesis for the M.S. Degree

All students pursuing the M.S. in Psychology degree must complete the following four core courses within two years after the sequence is started:

PSYC 501 Physiological Foundations of Behavior
PSYC 502 Social Bases of Behavior
PSYC 503 Learning, Cognition, and Motivation
PSYC 504 Individual and Cultural Differences

This sequence constitutes the comprehensive requirement for the degree. Students must complete it with a minimum of a "B" average and no more than one "C

in these four core courses. There is no foreign language requirement. The remaining courses are planned by the student and adviser according to the requirements of the program area in which the student wishes to specialize. No more than 12 credit hours may be taken below the 500 level. More detailed information concerning requirements for specialization in the areas of clinical or industrial/ organizational psychology is available from the institute upon request.

Each student must prepare a thesis proposal before beginning M.S. thesis research. The thesis proposal is prepared in collaboration with a faculty research advisor. Upon completion of the thesis, the student must satisfactorily complete an oral examination, which is limited to a defense of the thesis. For students in the Clinical Psychology program, the oral examination committee must include the advisor and one additional Clinical Psychology faculty member. For students in the Industrial and Organizational Psychology program, the oral examination committee must include the advisor and two additional psychology faculty members; the advisor, and at least one additional committee member must be from the I/O program.

Master of Science in Rehabilitation Counseling

60 credit hours
Project

The Rehabilitation Counseling education program, fully accredited by the Council on Rehabilitation Education since 1975, is designed to educate the student to function as a rehabilitation counselor for persons with physical or mental disabilities who need psychosocial and vocational readjustment. The goal of rehabilitation is to help such persons realize their optimum level of vocational adjustment and independent living through the provision or coordination of evaluation, physical restoration, counseling, training, placement and follow-up services. The demand for rehabilitation counselors has exceeded the supply in recent years, in public, private, nonprofit and for-profit sectors.

A core of required graduate courses provides the basic knowledge and skills necessary to the field of rehabilitation. These include rehabilitation principles and practices, individual and group counseling, job placement, medical and psychosocial aspects of disability, vocational evaluation and research methods.

Concurrently, field work of progressively increasing complexity takes place at a variety of rehabilitation facilities in the Chicago area. These include the state department of vocational rehabilitation, community rehabilitation facilities, rehabilitation centers, mental health centers, medical hospitals, and other facilities for persons with mental and physical disabilities. Within the program, two specialization tracks are available for interested students. The psychiatric rehabilitation track prepares students to work with persons with mental illness. The assistive technology track prepares students to use assistive technology and devices to help persons with disabilities in independent living and work accommodations.

The two-year 60-credit-hour program allows time for electives. A student entering with appropriate undergraduate courses and at least one year of work experience as a rehabilitation counselor may complete the

degree in a minimum of 48 credit hours. Graduation requires successful completion of a research project. The comprehensive requirement is satisfied when the student completes the following courses with a B average:

- PSYC 410 Vocational Rehabilitation
- PSYC 411 Medical Aspects of Disabling Conditions
- PSYC 412 Multicultural and Psychosocial Aspects of Disability
- PSYC 513 Assessment in Rehabilitation Counseling
- PSYC 523 Theories of Psychotherapy
- PSYC 549 Practicum in Rehabilitation Counseling
- PSYC 557 Pre-Practicum in Rehabilitation Counseling
- PSYC 561 Group Counseling
- PSYC 562 Job Placement
- PSYC 563 Human Growth and Career Development
- PSYC 564 Rehabilitation Research Seminar

Other requirements include a rehabilitation internship (PSYC 578 or PSYC 579) and a research project (PSYC 594).

For professionals employed in community rehabilitation facilities and state agencies, and who want to pursue a M.S. in Rehabilitation Counseling degree or need it to maintain employment, there is a 48 credit hour part-time program designed to meet the needs of the working professional. The part-time program takes three years to complete and courses are offered in the evening and via distance education. The required fieldwork experiences (practicum and internship) are typically worked out with the student's place of employment. Applications for the program are received continuously with new students enrolled in a cohort beginning every three years.

Full and part-time students admitted to the program are eligible for Rehabilitation Services Administration (RSA) traineeships that cover the cost of tuition and a stipend for books and supplies. Traineeships are awarded on the basis of economic need and academic performance. The precise numbers of traineeships vary from year to year and cannot be guaranteed to any student at the time of acceptance in the program.

Doctor of Philosophy

96 credit hours minimum

Comprehensive exam

Dissertation and oral defense

Internship (for Clinical and Industrial/Organizational specializations)

A minimum of 96 credit hours beyond the bachelors degree is required for the Ph.D. Individual specialties (e.g. Clinical) may require completion of additional courses. There is no foreign language requirement. Details concerning specific program requirements are available from the institute upon request.

All candidates for the Ph.D. in Psychology must complete the following requirements:

PSYC 545 Graduate Statistics I

PSYC 546 Graduate Statistics II

PSYC 691 Research and Thesis for the Ph.D. degree

At least two of the following are required: (Students must check with their academic advisor to ascertain which of the following courses best pertains to their specific program emphasis)

PSYC 540 Research Methods

PSYC 551 Design and Implementation of Experiments

PSYC 554 Survey of Multivariate Statistics

PSYC 511 Psychometric Theory

All students pursuing the Ph.D. in psychology must complete the following four core courses within two years after the sequence is started:

PSYC 501 Physiological Foundations of Behavior

PSYC 502 Social Bases of Behavior

PSYC 503 Learning, Cognition and Motivation

PSYC 504 Individual and Cultural Differences

Students must complete the sequence with a minimum of a "B" average and no more than one "C" in these four courses. In addition, History and Systems of Psychology, or completion of an equivalent course that must be shown on the students transcript, is required for all students pursuing the Ph.D. in Psychology (for students in the Clinical Psychology Program. this must be a graduate-level course).

Written Ph.D. comprehensive examinations are held once each semester for the I/O program. Clinical students must schedule their oral comprehensive exam in consultation with their faculty advisor. These must be passed before students can register for dissertation credit hours.

All students are expected to show competency in methodology and research design, as well as in the specific content of their program areas. Before beginning thesis research, a student must present a thesis proposal for approval by a committee of the faculty. The final requirement of the Ph.D. program is an oral examination restricted to defense of the thesis and conducted by a committee nominated by the Institute and appointed by the dean of graduate studies.

The Ph.D. program with specialization in Clinical Psychology is accredited by the American Psychological Association. Completion typically requires five years of study beyond the bachelor's degree, and a one-year full-time internship. Students with prior graduate work may receive advanced credit. The program follows the scientist-practitioner model and emphasizes an integration of clinical practice and applied clinical research. Working with a faculty mentor, students begin research work their first year. Students complete 2-3 years of 15-20 hour/week practicum training that includes a wide variety of assessment and treatment experiences with a broad range of clients, including minority and underserved populations. Training sites include medical centers, community mental health centers and clinics throughout the Chicago metropolitan area. Clinical supervision is provided both onsite and at IIT. All students complete an APA-accredited internship. The program prepares students to be license-eligible in the state of Illinois. Graduates typically function as practitioners and researchers in medical centers and multi-disciplinary clinical settings.

Students may elect to further specialize within the rehabilitation track. It consists of practica in a rehabilitation or behavioral medicine setting. In addition, students complete 15 hours of rehabilitation coursework and a masters project and dissertation related to rehabilitation or behavioral medicine. The development of a specialization within the rehabilitation track occurs in addition to the standard program of study in Clinical Psychology.

A Clinical Respecialization Certificate Program also is offered for individuals with a Ph.D. in another area of psychology. The postdoctoral respecialization program provides the same core clinical training as the doctoral program. Completion typically takes three years, including one-year full-time internship. In recognition of the diverse previous experiences of participants, the program is tailored to the individual's specific training needs.

Doctor of Philosophy (continued)

The Ph.D. program with specialization in Industrial and Organizational psychology includes coursework in both personnel and organizational psychology. Two semesters of internship in an organizational setting are usually required. Students in this program frequently are advised to supplement departmental offerings with selected courses in management, sociology, and law.

The Ph.D. program with specialization in Rehabilitation Counselor Education includes advanced seminars in adult career development and vocational behavior,

professional and ethical issues, and psychosocial bases of disability and behavior, as well as practice in research, teaching and supervision. Students can supplement their studies with electives focusing on psychiatric rehabilitation, rehabilitation administration and organizational psychology or clinical psychology.

The Industrial/Organizational and Rehabilitation programs usually require three years of study beyond the masters degree. Further information on all programs is available from the Institute.

Special Fellowships

Since its inception, the Rehabilitation Services Administration (RSA) of the U.S. Department of Education has continuously funded IITs Rehabilitation Counselor Education programs. The RSA traineeships are designed to increase the number of practicing rehabilitation counselors by covering the cost of tuition and books. Traineeship grants, when available, may cover up to full tuition

plus a monthly stipend. To a limited number of students, the Institute also awards teaching and research assistantships, which cover partial tuition as well as provide a stipend. The amount of the stipend and tuition scholarships depends upon the terms of the appointment. The Institute requires that students on assistantships apply for federal work study support.

Bachelor of Science in Psychology/Master of Science in Personnel and Human Resources Development

For IIT undergraduate psychology majors it is possible to earn a master's degree in Personnel and Human Resources Development in 1.5 years instead of the normal 2 years. The regular master's program in Personnel and Human Resources Development requires 43 credit hours post bachelors usually completed over the course of 2 years (see program description in this bulletin). However, IIT psychology majors who meet the criteria for regular admission to the Master's program can consider completing their Master's degree more quickly by smart use of their electives. In the senior year, qualified students can take graduate courses to meet their undergraduate elective requirements. For a class to be accepted towards the PHRD master's the student needs to obtain a grade of B or better. By taking psychology courses that also apply to the Personnel and Human Resources Development Program, students can reduce the graduate degree requirements by 13 credit hours. Interested students should submit a formal application to the PHRD program in the fall of their sophomore or junior year and work closely with the Head of the Industrial, Organizational, and Business Psychology Division and their undergraduate academic advisor throughout to ensure proper course sequencing.

The following courses are required for the M.S. degree in Personnel and Human Resources Development. They

can be taken as part of required or elective courses for the B.S. degree in Psychology. If taken as an undergraduate, these courses do not have to be repeated for the graduate program. Students should also work closely with their undergraduate academic advisor to best plan a program leading to the combined degrees in the shortest possible time.

In the senior year, and in consultation with the Director of I/O Program, students may take the following courses:

- PSYC 502 Social Bases of Behavior
- PSYC 529 Personnel Selection*
- PSYC 545 Graduate Statistics I*
- PSYC 546 Graduate Statistics II*
- PSYC 556 Organizational Psychology*
- MBA 510 Financial and Managerial Accounting
- MBA 560 Marketing

Courses noted * above need to be taken in the senior year in order to accelerate completion of the Masters degree.

In the summer after completion of the B.S., students will be eligible to complete their first required graduate internship. This needs to be coordinated during the senior year and prior to summer with Director of the I/O Program.

Bachelor of Science in Psychology/Master of Science in Rehabilitation Counseling

For IIT undergraduate psychology majors it is possible to earn a master's degree in Rehabilitation Counseling in 1.5 years instead of the normal 2 years. The regular masters program in Rehabilitation Counseling requires 60 credit hours post bachelor's usually completed over the course of 2 years (see program description in this bulletin). However, IIT psychology majors who meet the criteria for regular admission to the Master's program can consider completing their Master's degree more quickly by smart use of their electives. In the senior year, qualified students can take graduate courses to meet their undergraduate elective requirements. For a class to be accepted towards the Rehabilitation Counseling masters the student needs to obtain a grade of B or better. By taking psychology courses that also apply to the Rehabilitation Counseling program, students can reduce the graduate degree requirements by 15 credit hours, or one full-time semester. Interested students should submit a formal application to the Rehabilitation Counseling Program in the fall of their sophomore or junior year and work closely with the Head of the Rehabilitation Division and their undergraduate academic advisor throughout to ensure proper course sequencing.

The following courses are required for the M.S. degree in Rehabilitation Counseling. They can be taken as part of required or elective courses for the B.S. degree in Psychology. If taken as an undergraduate, these courses do not have to be repeated for the graduate program. Students should also work closely with their undergraduate academic advisor to best plan a program leading to the combined degrees in the shortest possible time.

In the senior year, and in consultation with the Head of Rehabilitation Division, students may take the following courses:

- PSYC 410 Vocational Rehabilitation
- PSYC 411 Medical Aspects of Disabling Conditions
- PSYC 412 Multicultural and Psychosocial Aspects of Disability
- PSYC 513 Assessment in Rehabilitation Counseling
- PSYC 523 Introduction to Theories of Psychotherapy
- PSYC 557 Pre-Practicum in Rehabilitation Counseling
- PSYC 562 Job Placement
- PSYC 563 Human Growth and Career Development
- PSYC 583 Rehabilitation Engineering Technology I
- PSYC 590 Psychiatric Rehabilitation

Certificate Programs

Compensation Management

Required Courses

- ACC 510 Introductory Accounting (Stuart School of Business)
- PSYC 710 Compensation and Benefits Application
- PSYC 716 Base Pay Management

- PSYC 717 Variable Pay Programs
- PSYC 719 Fundamentals of Employee Benefits Programs

AND one of the following

- PSYC 556 Organizational Psychology
- PSYC 529 Personnel Selection and Evaluation

Psychiatric Rehabilitation

Required courses

- PSYC 548 Vocational Psychiatric Rehabilitation
- PSYC 588 Psychiatric Rehabilitation II: Evidence-Based Practices in Mental Health
- PSYC 590 Psychiatric Rehabilitation

Rehabilitation Engineering Technology

Required courses

- PSYC 583 Rehabilitation Engineering Technology I
- PSYC 584 Rehabilitation Engineering Technology II
- PSYC 585 Rehabilitation Engineering Technology III

Course Descriptions

Numbers in parentheses indicate class, lab and credit hours, respectively.

PSYC 501

Physiological Foundation of Behavior

A critical review of the anatomical and neurophysiological bases of behavior as related to theory and practice in psychology.

(3-0-3)

PSYC 502

Social Bases of Behavior

Critical overview of theory and research in social cognition, interpersonal relations, group dynamics and organizational psychology. Implications of principles for issues and problems in real-world social systems are developed.

(3-0-3)

PSYC 503

Learning, Cognition, and Motivation

Empirical and theoretical issues relating to learning, cognitive psychology, perceptual learning, drive and emotion will be surveyed. Emphasis will be placed on differing theoretical interpretations of a given set of data.

(3-0-3)

PSYC 504

Individual and Cultural Differences

Review of the basic models used to explore and explain how and why people differ from each other. The course will explore the influence of culture and individual characteristics such as gender, ability and personality, as well as how these influences change over a persons lifetime.

(3-0-3)

PSYC 506

Therapy I

First semester seminar and supervised training in basic clinical skills, including interviewing, development of therapeutic relationship, selection of appropriate goals, and assessment of therapy progress and outcome. Prerequisite: Active standing in the clinical program; must have approved clinical placement.

(3-0-3)

PSYC 507

Therapy II

Second semester seminar and supervised training in basic clinical skills, including interviewing, development of a therapeutic relationship, managing the process of therapy and assessing therapy progress. Prerequisites: PSYC 506; active standing in the clinical program; must have approved clinical placement.

(3-0-3)

PSYC 508

Ethics and Professional Issues I

This is an introductory course designed around ethical issues confronting clinical psychologists. It is offered to incoming first year students in an effort to allow them to think about ethical issues in treatment, assessment, and professional behavior. Using the APA ethics code as a guide, students present and respond to ethical dilemmas that they may face as they embark upon their career as clinical psychologists. Other professional issues are also discussed including the transition to graduate school, course selection decisions, and any other general graduate school questions that may arise.

(2-0-2)

PSYC 509

Ethics and Professional Issues II

This is a continuation of PSYC508, but offered to second semester, third year students. It is designed to prepare students for the later parts of the graduate student experience. Topics include dissertation research, the internship experience, and early job and career decisions. Barriers to successful completion of the program are discussed and problem solved. Ethical issues such as those confronting new Ph.D.s are also introduced.

(1-0-1)

PSYC 510

Clinical Assessment I

Seminar and supervised training in intellectual and cognitive assessment for adults and children. Research, psychometric characteristics, conceptual foundations, clinical applicability, administration, scoring and interpretation of major assessment instruments. Prerequisite: Active standing in the clinical program.

(3-0-3)

PSYC 511

Psychometric Theory

Basic understanding of principles and theories of psychological measurement emphasizing (1) theories and methods for estimation of reliability and validity, (2) techniques for the measurement of psychological variables, and (3) methods for construction of psychological and educational measuring instruments. Prerequisites: PSYC 545, PSYC 546.

(3-0-3)

PSYC 512

Clinical Assessment II

Seminar and supervised training in objective and projective assessment of adults and children. Research, psychometric characteristics, conceptual foundations, clinical applicability, administration, scoring and interpretation of major assessment instruments. Prerequisite: PSYC 510 or instructors consent.

(3-0-3)

PSYC 513

Assessment in Rehabilitation Counseling

An orientation to the process and practice of assessing adults with disabling conditions for rehabilitation plan development and vocational decision-making. Introduction to test selection, administration, and interpretation through synthesis, integration, and evaluation of vocational assessment data used in rehabilitation counseling.

(3-0-3)

PSYC 514

Vocational Evaluation II: Report Development and Communication

The process of developing vocational evaluation and staffing reports. Gathering, analyzing, integrating, synthesizing and interpreting evaluation information. Development of feasible recommendations utilizing related sources of labor market/occupational information. Prerequisite: PSYC 513.

(3-0-3)

PSYC 515

Vocational Evaluation Lab

Practical skills in vocational evaluation including application of work samples and situational assessment at a vocational evaluation site in the community. Prerequisites: PSYC 513, PSYC 514.

(3-0-3)

PSYC 516

Clinical Assessment III

Seminar and supervised training on cognitive and behavioral assessment and treatment. Research, psychometric characteristics, conceptual foundations of major assessment methods. Prerequisites: PSYC 526, may be concurrent. (3-0-3)

PSYC 517

Performance Appraisal Seminar

The objectives of the seminar are to (1) provide a broad understanding of the multiple facets of performance appraisal, (2) understand research and advances in the field, and (3) understand the challenges and pitfalls of successfully implementing a performance appraisal system in an organization. Prerequisites: PSYC 529, PSYC 556. (3-0-3)

PSYC 520

Adult Behavioral Medicine

Introduction to theoretical, clinical and research issues in adult behavioral medicine. Covers general perspectives of a biobehavioral approach, factors affecting adult health and illness, diagnostic and treatment approaches, and issues in research and application. (3-0-3)

PSYC 523

Introduction to Theories of Psychotherapy

Introduction to various approaches to therapeutic intervention. The conceptual bases, history, methods, empirical foundations and applicability of important schools of therapeutic intervention will be considered. Prerequisite: PSYC 303 or equivalent. (3-0-3)

PSYC 524

Child Behavior Therapy

Reviews current conceptualizations, assessment and treatment of childhood disorders from a behavioral-system perspective. Examines the impact of the family, school and other relevant systems on the development and treatment of child behavior problems. (3-0-3)

PSYC 525

Child Psychopathology

Comprehensive understanding of child and adolescent psychopathology covering all DSM-IV disorders in infancy, childhood and adolescence. The epidemiology and etiology of each disorder from a developmental perspective is reviewed. (3-0-3)

PSYC 526

Psychopathology

Critical examination of clinical and experimental research in psychopathology and diagnostic classification systems. Prerequisite: PSYC 303 or equivalent. (3-0-3)

PSYC 529

Personnel Selection and Evaluation

Principles and techniques of employee selection and placement. Analysis of test data which will maximize the effectiveness of such techniques. (3-0-3)

PSYC 530

Contemporary Issues in Industrial-Organizational Psychology

Survey of major theoretical formulations and current approaches to intervention techniques in the field of industrial-organizational psychology. Prerequisites: PSYC 529, PSYC 556. (3-0-3)

PSYC 531

Organizational Attitudes and Behaviors Seminar

The course is an in depth study of factors that affect organizational behavior and attitudes (motivational theories). The various key attitudes and behaviors in organizations are defined and research relating to them is discussed (e.g., job satisfaction, organizational commitment, job involvement, turnover, absenteeism, and organizational citizenship). We also identify the stressors in today's employees lives and discuss some ways to manage them (e.g. job stress, work-family conflict, minority and immigrant workers). Prerequisite: PSYC 556. (3-0-3)

PSYC 533

Clinical Practicum

Clinical assessment, therapy and/or consultation in a community-based mental health setting or medical facility for an average of 15 hours per week, per semester. Students obtain supervised experience in the provision of psychological services and related professional activities. Prerequisite: Must be in approved clinical placement site. (Credit: Variable, 1-3 hours)

PSYC 534

Attachment Theory Throughout the Lifespan

Provides an in-depth understanding of attachment theory and research, as well as clinical applications throughout the lifespan. Prerequisite: Consent of instructor. (3-0-3)

PSYC 535

Seminar In Personnel Selection

A critical review of advanced techniques in personnel selection. Includes such topics as validity generalization, utility analysis and applications of latent trait theory. Prerequisites: PSYC 511. ()

PSYC 536

Affective Disorders

Examination of current theory and research regarding affective disorders. Covers cognitive, behavioral, biological and cultural models. The relationship of affective symptomatology and diagnoses to other types of psychopathology are considered. Prerequisite: PSYC 526 or consent of instructor. (3-0-3)

PSYC 540

Research Methods

This course prepares students for designing and interpreting empirical research. The collection of meaningful data, appropriate use of data analytic techniques, and the interpretation of data results are presented. Prerequisites: PSYC 545 and PSYC 546 or instructors consent (3-0-3)

PSYC 545

Graduate Statistics I

Introduction to inferential statistics and statistical analysis of psychological data. Emphasis on hypothesis testing procedures and computer applications. Prerequisite: Basic course in elementary statistics. (3-0-3)

PSYC 546

Graduate Statistics II

Statistical procedures used in the prediction and explanation of psychological data, including multiple regression and the analysis of variance. Emphasis on computer applications. Prerequisite: PSYC 545. (3-0-3)

PSYC 548

Vocational Psychiatric Rehabilitation

An in depth review of models available to help people with severe mental illness obtain and maintain employment. Topics relating to vocational evaluation, work adjustment, placement, supported work models, and follow-up will be covered.

(3-0-3)

PSYC 549

Practicum in Rehabilitation Counseling

Seminar and supervised experience in rehabilitation counseling. Working two days in a rehabilitation facility and carrying a small client caseload geared toward the development of individual counseling skills. Prerequisites: PSYC 410, PSYC 523, PSYC 557.

(Credit: Variable)

PSYC 550

Couples Research and Therapy

Advanced seminar introduces students to empirically based interventions for couples. Presents clinically relevant and empirically derived material to better understand the importance of both technique and theory when intervening at a couples level.

(3-0-3)

PSYC 551

Design and Implementation of Experiments

Selection of appropriate designs, relevant control groups for experimental studies, researching relevant literature for experimental topics and applying appropriate statistical analyses. Prerequisites: PSYC 545, PSYC 546.

(3-0-3)

PSYC 552

Legal Issues in Human Resource Management

Seminar on the legal context of human resource management, focusing on equal employment opportunity laws. Will discuss how to design employee selection, evaluation and compensation systems that comply with U.S. federal laws and regulations. Prerequisite: PSYC 529.

(3-0-3)

PSYC 553

Family and Couples Therapy

Surveys the major theoretical perspectives for understanding and intervening with family and marital problems. Prerequisites: PSYC 506, PSYC 523, PSYC 526.

(3-0-3)

PSYC 554

Survey of Multivariate Statistics

Introduction to the major multivariate statistical procedures used in psychology; factor analysis, discriminant analysis, multivariate analysis of variance and canonical correlation. Prerequisites: PSYC 545, PSYC 546.

(3-0-3)

PSYC 555

Seminar in Industrial Training

Survey of various types of training and development programs used in industry. Also included are related major issues, specific techniques, assessment of training needs and evaluation of training programs. Prerequisites: PSYC 529, PSYC 556.

(3-0-3)

PSYC 556

Organizational Psychology

Theory and research concerning human behavior in formal organizations, communication nets, dynamics of managerial jobs; current ideas concerning organizations.

(3-0-3)

PSYC 557

Pre-Practicum in Rehabilitation Counseling

Seminar and observation at community rehabilitation facilities. Study of interviewing techniques, orientation to rehabilitation programs and field activities at rehabilitation agencies.

(3-0-3)

PSYC 558,559

Industrial Psychology Internship I, II

Supervised experience in psychological practices in an industrial setting.

(Credit: Variable)

PSYC 561

Group Counseling

Methods and techniques of various procedures in the counseling process. Advantages, limitations and unique applications of various approaches with specific client populations. Prerequisite: PSYC 523 or concurrent registration in PSYC 523.

(3-0-3)

PSYC 562

Job Placement

Techniques of job development, job analysis, job placement, job-seeking skills and follow-up. Includes affirmative action, manpower, and legislative programs involving job placement of special groups. Prerequisite: PSYC 563 or concurrent registration.

(3-0-3)

PSYC 563

Human Growth and Career Development

Presentation and discussion of human growth and career development theories across life span with special emphasis on persons with disabilities. Specific content includes Ericksons psychosocial development, Supers life span theory, Hollands theory of types, Trait-factor Theory, Krumboltzs social learning approach, Tiedemans spiritual perspective in career decision making, and family and system influences on vocational choice.

(3-0-3)

PSYC 564

Rehabilitation Research Seminar

The primary objective of this course is to help students become familiar with rehabilitation research, acquire the basic knowledge and skills for designing and conducting applied research, and develop a preliminary research proposal for their research project. A secondary purpose is to teach students to critically evaluate rehabilitation research. Specifically, this course covers an overview of various research designs, data analysis techniques, and the use of SPSS for statistical analysis. Prerequisite: PSYC 204

(3-0-3)

PSYC 566

Addictive Behaviors

A review of theoretical models of addiction from sociological, biological, and psychological perspectives. Critical examination of research methodology and clinical approaches. Emphasis on alcohol and drug abuse. Also covers substance abuse in special populations and other addictive behaviors.

(3-0-3)

PSYC 571**Seminar in Quantitative Psychology**

Presentation and discussion of advanced topics in quantitative psychology. Specific content will vary from year to year. Topics such as factor analysis, multidimensional scaling, etc., will be discussed. May be taken more than once. Prerequisite: PSYC 554.

(3-0-3)

PSYC 573**Psychosocial Bases for Disability and Behavior**

Presentation and discussion of psychological and social issues of disability and human behavior. Somatopsychology, field integrative theories and psychosocial aspects of disabilities. Prerequisite: Instructors consent.

(3-0-3)

PSYC 575**Adult Career Development and Vocational Behavior**

Presentation and discussion of impact of disabilities on adult career development. Vocational development theories, occupational information and analysis, career counseling and research methodology. Prerequisite: Instructors consent.

(3-0-3)

PSYC 577**Professional and Ethical Issues in Rehabilitation Counseling Psychology**

Presentation and discussion of issues related to professional and ethical practice in rehabilitation counseling psychology. History and philosophy of rehabilitation, professional and ethical standards, concerns in rehabilitation assessment, counseling, placement and independent living. Prerequisite: Instructors consent.

(3-0-3)

PSYC 578,579**Rehabilitation Internship I,II**

Supervised experience in rehabilitation counseling. Prerequisite: PSYC 549.

(Credit: Variable)

PSYC 580**Seminar in Leadership**

Reviews models and theories of leadership that cover group dynamics, power, influence, and conflict management as well as issues of diversity and gender. The focus is on research and practical issues in understanding leadership and its effectiveness. Prerequisite: PSYC 556.

(3-0-3)

PSYC 581**Neurophysiological Assessment**

Seminar and supervised training in neuropsychological assessment for adults. A review of neuroanatomy followed with a review of the conceptual foundations of brain-behavior relationships. Major assessment instruments will be covered. Prerequisites: PSYC 501, PSYC 510.

(3-0-3)

PSYC 582**Advanced Psychophysiology and Biofeedback**

Reviews applications of physiological measures to practical problems. Clinical applications of biofeedback are discussed and demonstrated. Special emphasis on electromyographic techniques. Prerequisite: PSYC 501.

(3-0-3)

PSYC 583**Rehabilitation Engineering Technology I: Survey of Interdisciplinary Applications of RET**

An overview of Assistive Technology (AT) used by people with disabilities. Includes contact with local AT sites, consumers and practicing professionals. Reviews specific AT applications for communication, mobility and control; national and local AT resources; and economics of AT development, marketing and service delivery. Design, engineering, and architectural issues relevant to people with disabilities are introduced. Prerequisite: PSYC 201.

(3-0-3)

PSYC 584**Rehabilitation Engineering Technology II: Access to Independence through Assistive Technology**

Seminar designed for deeper exploration of assistive technology issues introduced in PSYC 583. Special focus on accessibility issues, technology outreach and awareness training; additional topics are chosen to reflect the specific interests of students in the class. Buildings are surveyed using ADAAG criteria for accessibility. Prerequisite: PSYC 583.

(3-0-3)

PSYC 585**Rehabilitation Engineering Technology III: Seminar in Applications of Assistive Technology**

Seminar designed to accompany and enhance practical RET experiences, such as concurrent internship, employment or approved projects involving RET/AT applications. Case presentations of technology for independent living, issues of quality of outcome, alternatives/ appropriateness of technology solutions, ethics, emotional aspects of technology acquisition, independence/ dependency, and barriers to acquiring and deployment of AT are discussed. Prerequisite: PSYC 584.

(3-0-3)

PSYC 586**Concepts of Supervision**

Explores formulations of the supervisory relationship and critical issues in the supervision of clinicians. Prerequisites: PSYC 506 and 533 or PSYC 578 and PSYC 579.

(3-0-3)

PSYC 588**Graduate Psychology Seminar**

Reports and discussion of current problems and issues in psychology.

(3-0-3)

PSYC 589**Rehabilitation Internship III**

Supervised experience in rehabilitation counseling. Prerequisite: PSYC 549.

(Credit: Variable)

PSYC 590**Psychiatric Rehabilitation**

Class covers a wide range of topics including a review of the disease and disability models of mental illness, skills training components in treatment, incentive strategies for participants, transfer of learned skills to other situations, and cognitive rehabilitation strategies.

(3-0-3)

PSYC 591**Research and Thesis for MS Degree**

(Credit: Variable)

PSYC 594**Special Projects**

(Credit: Variable)

PSYC 597

Graduate Special Problems

(Credit: Variable)

(3-0-3)

PSYC 599

Clinical Internship

Participation in full-time internship accredited by the American Psychological Association, or in exceptional cases, approved by the Clinical Psychology Program faculty. Prerequisite: Ph.D. Comprehensive Exam.

(1-0-1)

PSYC 691

Research and Thesis for the PhD Degree

PSYC 710

Compensation and Benefit Application

Learn to design and modify a variety of compensation programs. Covers compensation basics, job analysis, job evaluation, compensation structure, incentive planning and more.

(1.5-0-1.5)

PSYC 711

Multilevel Data Analysis

Review of statistical methods for analysis of data at multiple levels of aggregation, such as individual and group level phenomena. The course covers conceptual issues, statistical models, and data analysis using computer software. Prerequisite: PSYC 546 or equivalent.

(1.5-0-1.5)

PSYC 712

Bayley Scales of Infant Development

Provides clinical skills required to administer, score, and interpret the Bayley Scales of Infant Development, 2nd Edition. Prerequisite: Consent of instructor.

(1-0-1)

PSYC 714

Assessment Centers

Develops the knowledge and skills needed for the design and implementation of assessment centers and other individual assessment methods. Prerequisite: PSYC 529.

(1.5-0-1.5)

PSYC 715

Organizational Assessment and Planning

This short course focuses on various processes and tools used in organizations to assess effectiveness, establishing priorities, and creating plans of action for change. Topics include the strategic planning process and the development and use of assessment tools such as organizational surveys and focus groups. Prerequisites: PSYC 556 and basic knowledge of statistics.

(1.5-0-1.5)

PSYC 716

Base Pay Management

This course provides an in-depth discussion of the principles, design, implementation and evaluation of an employee base-pay program. Topics include concepts for determining market position using salary surveys, the design of base pay structures, principles of merit pay, and the ongoing management of base pay programs. Prerequisite: PSYC 710.

(1.5-0-1.5)

PSYC 717

Variable Pay Programs

This course provides an in-depth review of variable pay programs with organizations, including incentives, recognition programs and team-based pay. Organization-wide, organizational unit, and individual programs will be discussed in terms of plan design, implementation and evaluation. Prerequisites: PSYC 710, PSYC 716.

(1.5-0-1.5)

PSYC 719

Fundamentals of Employee Benefits Programs

This course will address all aspects of employee benefits programs including government regulations, health and welfare plans, retirement plans and pay for time not worked. Case studies will be used to model real-life situations encountered by Human Resources professionals.

(1.5-0-1.5)

PSYC 782

Interdisciplinary Applications of Assistive Technology for Counselors

Intensive one-week overview of Assistive Technology with a focus on vocational applications. Includes visitations to working assistive technology sites, and lectures by consumers and specialists (including several of national prominence) in various areas of AT.

(1.5-0-1.5)

PSYC 783

Fundamentals of Vocational Applications of AT

Internet based distance class designed to follow PSYC 782 and further develop the students knowledge of AT and the skill in applying AT to solve practical problems for persons with disabilities. Applies knowledge of AT service delivery presented in PSYC 782 to issues in the students local region. Identifies AT needs of persons with disabilities and weaknesses, strengths, and gaps in local regions AT service delivery, with emphasis on vocational applications. Prerequisite: PSYC 782.

(1.5-0-1.5)

Undergraduate Courses Available to Graduate Students

PSYC 406

History and Systems of Psychology

PSYC 409

Psychological Testing

PSYC 410

Vocational Rehabilitation

PSYC 411

Medical Aspects of Disabling Conditions

PSYC 412

Multicultural and Psychosocial Aspects of Disability

PSYC 414

Physiological Psychology

PSYC 420

Single-Subject Design and Applied Behavior Analysis

PSYC 426

Cognitive Processes

PSYC 431

Measurement of Attitudes

PSYC 435

Early Development

PSYC 436
Adult Development

PSYC 449
Practicum in Rehabilitation Services

PSYC 452
Personality Theory

PSYC 456
Engineering Psychology