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## Institute of Psychology

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**Director:**  
M. Ellen Mitchell

**Assistant Director:**  
Scott B. Morris

**Director, Clinical Program:**  
Tamara Sher

**Director, Industrial/Organizational Programs:**  
Roya Ayman

**Director, Rehabilitation Counseling Program:**  
Chow Lam

The Institute of Psychology offers graduate programs in Clinical, Industrial/Organizational (I/O) and Rehabilitation Psychology. The institute's 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.

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## 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

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## 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

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## Certificate Programs

Compensation Management  
Psychiatric Rehabilitation

Rehabilitation Engineering Technology

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## Research Center

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

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## 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 IIT's 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 fac-

ulty interests include leadership, diversity, organizational climate, 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.

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## Faculty

Roya Ayman, Professor and Director, Industrial/Organizational Program. 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 Program. 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

Patrick Corrigan, Professor, Rehabilitation Program. 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

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 Program. 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 and Undergraduate Advisor. A.B., Vassar College; M.A., Ph.D., University of Chicago. Gerontology, adult development

Chow Lam, Distinguished Professor, Director, Rehabilitation Program. 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, Rehabilitation Program. B.A., St. Leo College; M.H.S., University of Florida. Applied ethics, attitude measurement, how attitudes prevent people with disabilities from full participation

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

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

Scott Morris, Associate Professor, Industrial/Organizational Program. B.A., University of Northern Iowa; M.S., Ph.D., University of Akron. Selection (gender) bias

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

Tamara Goldman Sher, Associate Professor, Director, Clinical Program. B.A., University of Michigan; M.A., Ph.D., University of North Carolina. Health psychology, couples therapy, and couples and health

Annette Towler, Associate Professor, Industrial/Organizational Program. B.Sc., University of London; Ph.D. Rice University. Training and development, leadership, stigmatization at work

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

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## Admission Requirements

Cumulative undergraduate GPA minimum: 3.0/4.0  
 GRE score minimum:  
 For tests taken prior to Oct. 1, 2002, M.S./Ph.D.: 1200  
 (combined)  
 For tests taken on or after Oct. 1, 2002, M.S.: 900  
 (quantitative + verbal) 2.5 (analytical writing)  
 For tests taken on or after Oct. 1, 2002, Ph.D.: 1000  
 (quantitative + verbal) 3.0 (analytical writing)  
 Minimum TOEFL score: 550/213\*

The faculty of the Institute of Psychology place primary emphasis on the GRE scores in the verbal and quantitative sections. The master's 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 master's 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.

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## Program Descriptions

The Clinical Psychology Ph.D. program, accredited by the American Psychological Association, 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 and Organizational Psychology program emphasizes students' exposure to the scientists' 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 program prepares 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 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.

Minimum requirements for admission include a bachelor's degree from an accredited institution, a minimum undergraduate GPA of 3.2/4.0, GRE results, and favorable recommendations. There is no foreign language requirement. Further information can be obtained from the institute upon request.

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## Master of Science in Psychology

32-36 credit hours

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 experimental 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, at least one of whom 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, 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, vocational 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 ample 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:

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 562	Job Placement
PSYC 563	Human Growth and Career Development
PSYC 564	Rehabilitation Research Seminar
PSYC 594	Practicum in Rehabilitation Counseling
<b>AND</b>	
PSYC 578	Rehabilitation Internship <b>OR</b>
PSYC 579	Rehabilitation Internship

Full-time students admitted to the program have frequently received traineeships of tuition and stipend funded by the Rehabilitation Services Administration. Traineeships are awarded on the basis of economic need but, as the precise number varies from year to year, they cannot be guaranteed to any student at the time of acceptance.

For persons providing direct rehabilitation service in community facilities and agencies, and who want the M.S. in Rehabilitation Counseling degree or need it to maintain employment, there is a 48 credit hour part-time program. Covering three years, students take one Saturday course and one evening course for six semesters and one Saturday course for each of three summers. The required fieldwork experiences are usually worked out with the students' place of employment. This is a cohort program, with a new class beginning every three years.

## Doctor of Philosophy

96 credit hours  
Comprehensive exam  
Dissertation and oral defense  
Internship (for Clinical specialization)

A minimum of 96 credit hours beyond the bachelor's 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

And at least two of the following: (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 Statistic  
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

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 (PSYC 406), or completion of an equivalent course that must be shown on the student's transcript, is required for all students pursuing the Ph.D. in Psychology. Ph.D. comprehensive examinations are held once each semester for the I/O program. Clinical students must schedule their 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, including 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 master's 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.

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 rehabilita-

tion, rehabilitation administration and organizational psychology or clinical psychology.

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

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## Special Fellowships

Full-time students in the M.S. in Rehabilitation Counseling program are eligible for consideration for U.S. Government Rehabilitation Services Administration traineeship grants when available, which 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.

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## 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 on p. 260). However, IIT psychology majors who meet the criteria for regular admission to the Masters program can consider completing their Masters 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 masters 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 Director of the Industrial/Organizational (I/O) program 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 master's program in Rehabilitation Counseling requires 60 credit hours post bachelors usually completed over the course of 2 years (see program description on p. 261). However, IIT psychology majors who meet the criteria for regular admission to the Masters program can consider completing their Masters 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 Director of the Rehabilitation program 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 Director of Rehabilitation Program, 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	Introduction to Psychiatric Rehabilitation

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## **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 Issues in Psychiatric Rehabilitation
PSYC 561	Applied Group Counseling
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 person's lifetime. (3-0-3).

### **PSYC 506 Basic Clinical Skills 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 Basic Clinical Skills 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 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 409, 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 instructor's 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 519****Ethical and Professional Issues in Clinical Psychology**

A review of the development of clinical psychology as an academic discipline and a profession. The role of the clinical psychologist as a scientist/practitioner. The role of ethics, theory and methodology in clinical research and practice. Prerequisite: Instructor's consent. (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. Prerequisites: PSYC 409, PSYC 545, PSYC 546. (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, one to three 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 instructor's 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 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****Applied Counseling Techniques**

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 Erickson's psychosocial development, Super's life span theory, Holland's theory of types, Trait-factor Theory, Krumboltz's social learning approach, Tiedeman's 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: Instructor's consent. (3-0-3)

**PSYC 573**

**Psychosocial Bases of 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: Instructor's 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: Instructor's 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: Instructor's 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. (3-0-3)

**PSYC 581**

**Neuropsychological 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**

**Applied 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 the M.S. Degree**

(Credit: Variable)

**PSYC 594**

**Special Projects**

(Credit: Variable)

**PSYC 597**

**Graduate Special Problems**

(Credit: Variable)

**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 Ph.D. 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**  
**Foundations of Vocational**  
**Applications of AT**  
 Internet based distance class designed to follow PSYC 782 and further develop the student's knowledge of AT and the skill in applying AT to

solve practical problems for persons with disabilities. Applies knowledge AT service delivery presented in PSYC 782 to issues in the student's local region. Identifies AT needs of persons with disabilities and weaknesses, strengths, and gaps in local region's AT service delivery, with emphasis on vocational applications. Prerequisite: PSYC 782. (1.5-0-1.5)

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**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**