

PSYCHOLOGY

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Faculty with Research Interests

For more information regarding faculty visit the Department of Psychology website.

The Department of Psychology offers graduate programs in clinical psychology, industrial-organizational (I-O) psychology, rehabilitation counseling education, and rehabilitation and mental health counseling. The department'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.

Research Centers

Psychology faculty and students collaborate on applied research projects through the Center for Research and Service (CRS). Founded as the IIT Institute for Psychological Services in 1943, the CRS has an exceptional track record of providing organizations with meaningful metrics for managing human resources and has existed as a consulting unit since 1998. Leveraging the skills of faculty, students, and staff, the CRS evolved into one of the country's premier university-based research and services firms. Today, the CRS supports and educates advanced graduate students to deliver high quality professional services such as assessing, developing, and leveraging the potential of clients' employees.

The Center for Health Equity, Education, and Research (CHEER) is a consortium of programs examining the intersection of diversity, equity, and inclusion with special focus on mental health. We are located on the 12th floor of Galvin Hall with leadership including Patrick Corrigan, Director, and Lindsay Sheehan, Associate Director, CHEER includes two programs.

The National Consortium on Stigma and Empowerment (NCSE) is a research group meant to promote recovery from mental illness by understanding the stigma associated with mental illness and promoting personal empowerment. The consortium (ncse1.org), largely funded by NIH and the CDC, is home to the American Psychological Association's Journal, Stigma and Health (www.apa.org/pubs/journals/sah), and the Honest Open Proud suite of anti-stigma programs (www.comingoutproudprogram.org/). Of late, NCSE research has examined the egregious effects of the stigma of substance use disorder and fetal alcohol spectrum disorder.

The Chicago Health Disparities Center (CHDC) is a research group funded through the National Institute on Minority Health and Health Disparities (NIMHD) and Patient Centered Outcomes Research Institute (PCORI). committed to promoting health equity for racial and ethnic minorities with mental illness. CHDC is a member organization of the Institute for Translational Medicine at the University of Chicago (www.chicagoitm.org) and partners with Chicago area universities, service provider organizations, and public partners, including the Chicago Department of Public Health.

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 are part of the research facilities. There are graduate student offices, a testing library, and a student lounge. Many journals and databases are available through the university's libraries.

Research Areas

Clinical psychology faculty interests include: health psychology, child social and emotional development, eating disorders, emotion dysregulation, and diversity science. 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, cross-cultural issues, work-family interface, training and development, employee selection, employment discrimination, quantitative methods, and psychometrics.

Counseling and rehabilitation science faculty pursue research in the areas of: mental health counseling, adjustment to disability, vocational rehabilitation, factors affecting job placement, rehabilitation engineering technology, psychiatric rehabilitation, ethics and ethical issues in counseling, and clinical supervision.

Program Descriptions

The Clinical Psychology Program offers a Ph.D. in Psychology with a specialization in Clinical Psychology. The clinical psychology Ph.D. program has been fully accredited by the American Psychological Association since 1982, and offers training from the cognitive-behavioral framework. 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 and most other states. Graduates typically function as practitioners and researchers in medical centers and multi-disciplinary clinical settings.

The Industrial-Organizational Psychology Program offers a M.S. in Industrial-Organizational Psychology, a M.S. in People Analytics, and a Ph.D. in Industrial-Organizational Psychology. The program emphasizes a science-practice model of training. 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 complete internships within various organizations where students are responsible for human resource management and development functions. Students in the industrial-organizational 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 Division of Counseling and Rehabilitation Science offers a M.S. in Clinical Counseling with specialization in either Clinical Rehabilitation Counseling or Clinical Mental Health Counseling, and a Ph.D. in Rehabilitation Counseling Education. There is also a combined clinical/rehabilitation psychology program.

M.S. – Clinical Counseling (CLIC): The mission of the Clinical Counseling Program is to prepare master's degree students to perform a vital role as counselors who have specialized knowledge and skills for both rehabilitation and clinical mental health counseling service delivery. Students are provided with a comprehensive education in principles of both clinical rehabilitation and clinical mental health counseling, and then specialize in one of these two areas through their practicum, internship, and research experiences. This includes the ability to serve persons with a diverse array of problems impacting the individual, and/or the family, in a variety of clinical settings and with respect for the influences of multicultural factors such as culture, ethnicity, race, religion, gender, and sexual orientation. Students also receive specialized training in the vocational, educational, and personal adjustment of persons with physical, mental, and emotional disabilities. The objectives of the program are:

1. To train individuals in the practice of rehabilitation and clinical mental health counseling, which includes specialized knowledge in and experience related to counseling and treatment modalities appropriate for the service of a variety of clients in diverse rehabilitation and mental health counseling settings;
2. To develop mature, capable professionals who are able to relate constructively to clients, to work with clients to facilitate behavior change, demonstrate therapeutic interaction skills, and to facilitate the client's development of problem-solving skills; and
3. To prepare students for professional service and leadership within the fields of clinical rehabilitation counseling or clinical mental health counseling, based on their specialized research and field-based experiences.

This program prepares counselors for employment in community mental health facilities; 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.

Ph.D. – Rehabilitation Counseling Education (RCE): The Rehabilitation Counseling Education Ph.D. program prepares individuals for careers in university teaching, research, and clinical practice with specific emphasis on rehabilitation counseling. The mission of the RCE Program at Illinois Tech is to offer a student-focused and research-based curriculum that prepares doctoral-level students to become professional

counselor educators trained to perform advanced-level counseling, post-secondary teaching, clinical supervision, research, scholarship, leadership, and advocacy activities. The objectives of the program are:

1. To train Ph.D. level rehabilitation counselor educators who in turn will train clinical rehabilitation counselors to work with people with severe disabilities;
2. To provide students with a thorough grounding in rehabilitation and counseling philosophy, practices, research, processes, and ethics; and
3. To prepare students for professional service, leadership, and advocacy within the field of rehabilitation counseling education.

Students receive outstanding and intensive training in all aspects of rehabilitation counseling. The program seamlessly integrates teaching, research, and field-based experiences, providing first-rate practica and internship experiences to prepare students to become leaders in the field of rehabilitation counseling education.

The Division of Counseling and Rehabilitation Science has several funding opportunities to support students as they pursue their academic endeavors. Based on availability and with consideration of academic excellence, leadership potential in the field, and financial need, the following opportunities may be available:

- **RSA Scholarships:** Since its inception, the Rehabilitation Services Administration (RSA) of the U.S. Department of Education has continuously funded the university's rehabilitation counselor education programs. The RSA traineeships are designed to increase the number of practicing rehabilitation counselors for the state/federal vocational rehabilitation program 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 department 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.
- **Graduate assistantships:** The division has relationships with several departments within the university that provide part-time employment opportunities and partial tuition support to students within the Division of Counseling and Rehabilitation Science.
- **Teaching assistantships:** Students within the Division of Counseling and Rehabilitation Science may apply for teaching assistant positions during their second and subsequent years within their program.
- **The International and Multicultural Counseling Scholarship:** This scholarship specifically supports the academic endeavors of Division of Counseling and Rehabilitation Science students who demonstrate an interest in/passion for international and/or multicultural rehabilitation and mental health counseling issues.

Admission Requirements

Minimum Cumulative Undergraduate GPA

3.0/4.0

Minimum GRE Scores

298 (quantitative + verbal), 3.0 (analytical writing)

Minimum TOEFL Scores

80/550 (internet-based/paper-based test scores)

Note: Degree/concentration requirements may exceed those listed here.

Three letters of recommendation

The master's program in rehabilitation and mental health counseling does not require the GRE. Each degree program is unique, but the stated minimum requirements are typical values and 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 or a related field 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 and mental health 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 academic 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, rehabilitation counseling education, and rehabilitation and mental health counseling). Therefore, a prospective student must designate a specialty area on the appropriate form. GPA and test score requirements may be higher for some degrees or concentrations.

Degrees Offered

- Master of Science in Clinical Counseling
- Master of Science in Clinical Counseling with Advanced Standing
- Master of Science in Industrial-Organizational Psychology
- Master of Science in People Analytics
- Master of Science in Psychology
- Doctor of Philosophy in Clinical Psychology
- Doctor of Philosophy in Industrial-Organizational Psychology
- Doctor of Philosophy in Rehabilitation Counseling Education

Certificate Programs

- Psychiatric Rehabilitation
- Rehabilitation Counseling
- Rehabilitation Engineering Technology

Course Descriptions

PSYC 501

Biological Bases of Behavior

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

Lecture: 3 Lab: 0 Credits: 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.

Lecture: 3 Lab: 0 Credits: 3

PSYC 503

Cognitive and Affective Bases

Critical overview of cognition, affect, and their intersection based on a variety of theories and approaches.

Lecture: 3 Lab: 0 Credits: 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.

Lecture: 3 Lab: 0 Credits: 3

PSYC 505

History and Systems of Psychology

Critical and conceptual evaluation of influential philosophical and psychological theories of human behavior: From the Greek bronze age to the modern era.

Lecture: 3 Lab: 0 Credits: 3

PSYC 506

Therapy I

Basic clinical skills including intake, suicide assessment, case formulation, differential diagnosis, and basics of conducting cognitive behavioral therapy.

Prerequisite(s): PSYC 526

Lecture: 3 Lab: 0 Credits: 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. Requires active standing in the clinical program and approved clinical placement.

Prerequisite(s): PSYC 533* with min. grade of C and PSYC 506 with min. grade of B, An asterisk (*) designates a course which may be taken concurrently.

Lecture: 3 Lab: 0 Credits: 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 clinical students 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.

Lecture: 2 Lab: 0 Credits: 2

PSYC 509

Ethics and Professional Issues II

This is a continuation of PSYC 508 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, early job and career decisions, supervision, and consultation. 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.

Lecture: 1 Lab: 0 Credits: 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, and writing reports. Requires active standing in the clinical program. Instructor permission required.

Lecture: 3 Lab: 0 Credits: 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.

Prerequisite(s): PSYC 546 with min. grade of C and PSYC 545 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 512

Clinical Assessment II

Seminar and supervised training in personality assessment of adults and children. Research, psychometric characteristics, conceptual foundations, clinical applicability, administration, scoring and interpretation of major assessment instruments, and writing reports.

Prerequisite(s): PSYC 526 with min. grade of B

Lecture: 3 Lab: 0 Credits: 3

PSYC 513**Assessment in Rehabilitation and Mental Health Counseling**

An overview of test selection, administration, and interpretation through synthesis, integration, and evaluation of assessment data used in rehabilitation and mental health counseling. Includes historical perspectives in assessment, statistical concepts, an orientation to standardized and non-standardized tests, and the process and practice of assessing adults with disabling conditions for rehabilitation plan development and vocational decision-making.

Lecture: 3 Lab: 0 Credits: 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(s): PSYC 513 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 515**Vocational Evaluation Laboratory**

Practical skills in vocational evaluations including application of work samples and situational assessment at a vocational evaluation site in the community.

Lecture: 3 Lab: 0 Credits: 3

PSYC 516**User Psychology**

User Psychology introduces psychological and behavioral aspects of UX design with an emphasis on human-centered design practices. Students will gain exposure to a wide range of findings and principles from the psychological and behavioral sciences and then apply them to user experience projects.

Lecture: 3 Lab: 0 Credits: 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 PA system in an organization.

Prerequisite(s): PSYC 556 with min. grade of C and PSYC 529 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 518**Basic Clinical Skills**

This course covers introductory therapy skills including intake, suicide assessment, case formulation, and differential diagnosis.

Prerequisite(s): PSYC 526 with min. grade of C

Lecture: 1 Lab: 0 Credits: 1

PSYC 519**Therapy I-A**

Basics of conducting cognitive behavioral therapy following PSYC 518 (Basic Clinical Skills).

Prerequisite(s): PSYC 518 with min. grade of C

Lecture: 2 Lab: 0 Credits: 2

PSYC 520**Health Psychology**

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.

Lecture: 3 Lab: 0 Credits: 3

PSYC 522**Addictions and Psychopharmacology**

This course aims to help students develop a comprehensive understanding of mind-altering substances, the etiology and prevalence of substance use disorders (specifically among people with disabilities and/or co-occurring mental health diagnoses), screening and assessment, various treatment modalities for substance use disorders, process addictions, and psychopharmacology. The course involves lectures, discussions, and experiential learning opportunities to promote understanding and synthesis of required knowledge, drawing specific attention to the ethical, judicial, and social justice concerns surrounding substance use disorder.

Lecture: 3 Lab: 0 Credits: 3

PSYC 523**Theories of Psychotherapy**

Survey of various approaches to therapeutic intervention. The conceptual bases, history, methods, empirical foundations and applicability of important schools of therapeutic intervention will be considered.

Lecture: 3 Lab: 0 Credits: 3

PSYC 524**Assessment and Treatment of Infants and Young Children**

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.

Lecture: 3 Lab: 0 Credits: 3

PSYC 525**Developmental Psychopathology**

This course covers theory and research on developmental processes and their functions to promote health and as risk factors for psychopathology.

Lecture: 3 Lab: 0 Credits: 3

PSYC 526**Psychopathology**

Critical examination of clinical and experimental research in psychopathology and diagnostic classification systems.

Lecture: 3 Lab: 0 Credits: 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.

Lecture: 3 Lab: 0 Credits: 3

PSYC 530**Meta-Analysis**

The overall objectives of this seminar are to (a) provide exposure to the theoretical and applied literatures on meta-analysis, and (b) develop skills in critiquing and conducting meta-analyses. The major areas of theory and research that will be examined in this course include (a) the conceptual and measurement literatures focusing on individual difference constructs, (b) an introduction to classical reliability theory and statistical theory underlying meta-analysis procedures, and (c) studies evaluating the generalizability of relationships involving individual differences and situational variables.

Prerequisite(s): PSYC 511 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 531**Organizational Attitudes and Behavioral Seminar**

The course is an in-depth study of factors that affect Organizational behavior and attitude (motivational theories). The various key attitudes and behaviors that 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 stresses on today's employees' life and discuss some ways to manage them (e.g. job stress, work-family conflict, minority and immigrant worker).

Prerequisite(s): PSYC 556 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 532**Occupational Health Psychology**

This survey course is designed to provide a broad overview of the field of occupational health psychology (OHP). OHP is an exciting field that examines the bidirectional relationship between work psychology on the one hand and individual and organizational health on the other. We will review major theories and empirical research linking work and organizational factors (organizational justice, dark workplace behaviors such as incivility, shift-work, work-family interface) with employee health and well-being (stress, affect, job-burnout, recovery experiences) along with interventions and experiences designed to promote occupational health.

Prerequisite(s): PSYC 556 with min. grade of C

Lecture: 3 Lab: 0 Credits: 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 to 20 hours per week, per semester. Students obtain supervised experience in the provision of psychological services and related professional activities. Must be in an approved clinical placement site.

Credit: Variable

PSYC 534**Attachment Theory Throughout the Lifespan**

Provides an in depth understanding of attachment theory and research, as well as clinical applications throughout the life span. Instructor permission required.

Lecture: 3 Lab: 0 Credits: 3

PSYC 535**Seminar in Personnel Selection**

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

Prerequisite(s): PSYC 529 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 536**Affective Disorders**

Examination of current theory and research regarding affective disorders. Covers cognitive, behavioral, biological, and cultural perspectives. The relationship of affective symptomatology and diagnosis to other types of psychopathology are considered.

Prerequisite(s): PSYC 526 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 537**Child Cognitive Development**

The course is designed to be a practical primer on the changes in cognition that occur from ages five to seven when there is a major change in how children perceive their world and how the world perceives them.

Lecture: 3 Lab: 0 Credits: 3

PSYC 538**Psychology of Sport, Performance, and Health**

The course examines the clinical and research literature on the physical and psychological benefits of the following: regular physical activity; psychological, social, and environmental aspects of exercise non-adherence; and mental and behavioral strategies for promoting motivation, confidence, concentration, and enhanced sport performance.

Lecture: 3 Lab: 0 Credits: 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.

Lecture: 3 Lab: 0 Credits: 3

PSYC 545**Graduate Statistics I**

Basic course in elementary statistics Introduction to inferential statistics and statistical analysis of psychological data. Emphasis on hypothesis testing procedures and computer applications.

Lecture: 3 Lab: 0 Credits: 3

PSYC 546**Graduate Statistics II**

Statistical procedures used in the prediction and explanation of psychological data, including multiple regression. Emphasis on computer applications.

Prerequisite(s): PSYC 545 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 547**Evidence-Based Practice in Rehabilitation and Mental Health Counseling**

The objective of this course is to familiarize students with evidence-based practice (EBP) in the field of rehabilitation and mental health counseling. Students will be introduced to a variety of evidence-based models in rehabilitation and mental health counseling as well as current issues in EBP. The historical development of EBP will be explored, and current empirical research will be examined.

Lecture: 3 Lab: 0 Credits: 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.

Lecture: 3 Lab: 0 Credits: 3

PSYC 549**Practicum in Rehabilitation and Mental Health Counseling**

Seminar and supervised experience in rehabilitation and mental health counseling with an emphasis on development of individual counseling skills. Students work in a field-based rehabilitation and mental health counseling capacity carrying a small client caseload while participating in weekly individual and group supervision. Includes topics related to counseling processes, procedures, and theories; ethics; and crisis prevention, assessment, and intervention.

Prerequisite(s): PSYC 410 with min. grade of C and PSYC 557 with min. grade of C and PSYC 523 with min. grade of C

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.

Lecture: 3 Lab: 0 Credits: 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(s): PSYC 529 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 553**Family and Couples Therapy**

Surveys the major theoretical perspectives for understanding and intervening with family and marital problems.

Lecture: 3 Lab: 0 Credits: 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.

Prerequisite(s): PSYC 545 with min. grade of C or PSYC 546 with min. grade of C

Lecture: 3 Lab: 0 Credits: 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.

Prerequisite(s): PSYC 556 with min. grade of C and PSYC 529 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 556**Organizational Psychology**

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

Lecture: 3 Lab: 0 Credits: 3

PSYC 557**Pre-Practicum in Rehabilitation and Mental Health Counseling**

Study of the counseling process within a multicultural society. Includes essential interviewing and counseling techniques, counselor characteristics and behaviors, and ethical considerations in counseling with an orientation toward wellness and empowerment.

Lecture: 3 Lab: 0 Credits: 3

PSYC 558**Industrial Psychology Internship I**

Supervised experience in psychological practices in an industrial setting. (Credit: variable)

Credit: Variable

PSYC 559**Industrial Psychology Internship II**

Supervised experience in psychological practices in an industrial setting. (credit: Variable)

Credit: Variable

PSYC 561**Applied Counseling Techniques: Group Counseling**

Methods and techniques in the group counseling process including group facilitation and leadership. Provides a theoretical and experiential understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society with an emphasis on working with persons with disabilities within a family/systems framework.

Prerequisite(s): PSYC 523* with min. grade of C, An asterisk (*) designates a course which may be taken concurrently.

Lecture: 3 Lab: 0 Credits: 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.

Lecture: 3 Lab: 0 Credits: 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. Includes the nature and needs of persons at all developmental levels and in multicultural contexts with specific focus on biological bases of behavior, learning and personality development, transitioning, career decision making, and the family/system influences on vocational choice.

Lecture: 3 Lab: 0 Credits: 3

PSYC 564**Rehabilitation and Mental Health Counseling Research Seminar**

The primary objective of this course is to help students become familiar with rehabilitation and mental health counseling 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 and mental health counseling research in order to inform evidence-based practice. Includes an overview of various research designs, data analysis techniques, and the use of SPSS for statistical analysis as well as principles and models of program evaluation and the use of findings to effect program modifications.

Lecture: 3 Lab: 0 Credits: 3

PSYC 565**Grant Writing**

Grant support is needed for psychologists to set up and sustain state-of-the art research programs. This course reviews all aspects of the successful grant writing using the NIH template as an example.

Lecture: 3 Lab: 0 Credits: 3

PSYC 566**Addictive Behaviors and Principles of Behavior Change**

A review of theoretical models of addiction and behavior from sociological, biological, and psychological perspectives. Critical examination of research methodology and empirically supported clinical approaches. Emphasis on substance and process addictions.

Lecture: 3 Lab: 0 Credits: 3

PSYC 571**Structural Equation Modeling**

This is an introductory course to structural equation modeling (SEM). Following completion of this course, students should be able to (1) conduct analyses of measurement, structural, and full models, (2) model interactions in SEM, (3) understand how SEM can be used to model growth curves, (4) communicate results of SEM analyses in both written and oral form, and (5) critically evaluate the application of SEM in published research.

Prerequisite(s): PSYC 554 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

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

Presentation and discussion of psychological and social issues of disability and human behavior. Somatopsychology, field integrative theories and psychological aspects of disabilities. Consent of instructor.

Lecture: 3 Lab: 0 Credits: 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. Instructor permission required.

Lecture: 3 Lab: 0 Credits: 3

PSYC 576**Research in Rehabilitation and Mental Health Counseling**

This course teaches students to develop a preliminary research proposal for a research project based in areas of rehabilitation and mental health counseling. This course also prepares students for designing research investigations, collecting data sets, utilizing data analytic techniques, and interpreting empirical research.

Prerequisite(s): PSYC 564 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

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

Presentation and discussion of issues related to professional and ethical practice in the fields of rehabilitation and counseling. History and philosophy of rehabilitation and counseling, professional and ethical standards, leadership and advocacy, concerns in rehabilitation assessment, counseling and related professional concerns, and placement and independent living.

Lecture: 3 Lab: 0 Credits: 3

PSYC 578**Clinical Rehabilitation Counseling Internship**

Supervised experience in clinical rehabilitation counseling, which is intended to reflect the comprehensive work experience of a professional counselor working with persons with disability and/or chronic illness. Students are provided the opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service, and staff meetings, vocational counseling and evaluation, etc.).

Prerequisite(s): PSYC 549 with min. grade of S

Credit: Variable

PSYC 579**Clinical Mental Health Counseling Internship**

Supervised experience in clinical mental health counseling, which is intended to reflect the comprehensive work experience of a professional mental health counselor. Students are provided the opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service, and staff meetings).

Prerequisite(s): PSYC 549 with min. grade of S

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. Requires certification as K-12 teacher or approval of instructor.

Prerequisite(s): PSYC 556 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 581**Neuropsychological Assessment**

Seminar in neuropsychological assessment. A review of neuroanatomy followed with a review of the conceptual foundations of brain-behavior relationships. Major assessment instruments will be covered.

Lecture: 3 Lab: 0 Credits: 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.

Lecture: 3 Lab: 0 Credits: 3

PSYC 583**Rehabilitation Engineering Technology I: Survey of Interdisciplinary Application 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. Instructor permission required.

Lecture: 3 Lab: 0 Credits: 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(s): PSYC 583 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 585**Rehabilitation Engineering Technology III**

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(s): PSYC 584 with min. grade of C and PSYC 583 with min. grade of C

Lecture: 3 Lab: 0 Credits: 3

PSYC 586**Concepts of Supervision**

Explores formulations of the supervisory relationship and critical issues in the supervision of clinicians.

Lecture: 3 Lab: 0 Credits: 3

PSYC 588**Graduate Psychology Seminar**

Reports and discussion of current problems and issues in psychology.

Lecture: 3 Lab: 0 Credits: 3

PSYC 589**Rehabilitation Internship III**

Supervised experience in rehabilitation counseling. (Credit: Variable)

Prerequisite(s): PSYC 549 with min. grade of C

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.

Lecture: 3 Lab: 0 Credits: 3

PSYC 591**Research and Thesis M.S.**

Instructor permission required.

Credit: Variable

PSYC 594**Special Projects**

Instructor permission required.

Credit: Variable

PSYC 595**Graduate Research Project**

Independent research for PhD students who are required to complete a thesis equivalent project. Instructor permission required.

Credit: Variable

PSYC 597**Special Problems**

Instructor permission required.

Credit: Variable

PSYC 599**Clinical Internship**

Ph.D. Comprehensive Exam Participation in full-time internship accredited by the American Psychological Association, or, in exceptional cases, approved by the clinical Psychology program. Approval of dissertation proposal and instructor permission required.

Lecture: 0 Lab: 1 Credits: 1

PSYC 600**Continuation of Residency**

Continuation of residency.

Lecture: 0 Lab: 1 Credits: 1

PSYC 691**Research and Thesis Ph.D.**

Research and thesis for Ph. D. students.

Credit: Variable

PSYC 710**Compensation and Benefit Application**

Compensation and benefit application.

Lecture: 1.5 Lab: 0 Credits: 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 will cover conceptual issues, statistical models, and data analysis using computer software.

Lecture: 3 Lab: 0 Credits: 1.5

PSYC 712**Bayley Scales of Infant Development**

Bayley Scales of Infant Development.

Lecture: 3 Lab: 0 Credits: 1

PSYC 714**Assessment Centers**

This course will develop the knowledge and skills needed for the design and implementation of assessment centers and other individual assessment methods.

Lecture: 1.5 Lab: 0 Credits: 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. Requires basic knowledge of statistics.

Lecture: 1.5 Lab: 0 Credits: 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.

Lecture: 1.5 Lab: 0 Credits: 1.5

PSYC 717**Variable Pay Programs**

This course provides an in-depth review of variable pay programs within 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.

Lecture: 1.5 Lab: 0 Credits: 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.

Lecture: 1.5 Lab: 0 Credits: 1.5

PSYC 720**Individual Assessment for Industrial/Organizational Psychology**

This course is designed to teach students how to assess individuals for hire, promotion, and development. Students will develop a testing protocol including a structured interview, cognitive ability, and personality testing. The course will provide applied experience conducting assessments of executives who have volunteered to serve as testing subjects. Interviewing skill, test interpretation, and report writing are the primary learning objectives of the course.

Lecture: 1.5 Lab: 0 Credits: 1.5

PSYC 721**Network Analysis**

Network analyses focuses on relationships between social entities (e.g. individuals, groups, businesses) and has been used in a number of fields including the social and behavioral sciences. The primary focus will center on social network analysis, which has been developed from an interdisciplinary approach from sociology, psychology, and economics. This course will present an introduction to various methods and concepts of social network analysis including applications in the social and behavioral sciences using these methods. Topics include, but are not limited to, graph theory, properties of individuals, subgroups/cliques, blockmodels, and dyad/triad analysis. An introduction to network models and applications in common software programs will also be given.

Prerequisite(s): PSYC 546 with min. grade of C and PSYC 545 with min. grade of C

Lecture: 1.5 Lab: 0 Credits: 1.5

PSYC 722**Consulting Fundamentals**

The course will focus on identifying customer groups, developing products or services, pricing, proposal writing, and ethics in consulting.

Lecture: 1.5 Lab: 0 Credits: 1.5

PSYC 723

Machine Learning in Industrial-Organizational Psychology

This course provides a practice-oriented introduction to machine learning methods and how they are used in human resource management. The course will cover problem formulation, data management, data analysis and communicating results.

Prerequisite(s): PSYC 546 with min. grade of C and PSYC 545 with min. grade of C

Lecture: 1.5 **Lab:** 0 **Credits:** 1.5

PSYC 724

Diversity and Inclusion at Work

This course will provide an overview of the science and practice of diversity, equity, and inclusion (DEI) in work organizations. This includes coverage of foundational concepts (e.g., diversity, inclusion and diversity management, stigma and discrimination, identity disclosure) and the application of prominent theory and research toward best practices in diversity management. The course will be structured around a diversity management project in which students will identify a DEI-related issue (e.g., pay disparities, sexual harassment, discriminatory selection procedures, lack of disability support) in an existing organization and develop a diversity management intervention aimed at addressing the issue.

Lecture: 1.5 **Lab:** 0 **Credits:** 1.5

PSYC 782

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. Instructor permission required.

Lecture: 1.5 **Lab:** 0 **Credits:** 1.5

PSYC 783

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. Instructor permission required.

Lecture: 1.5 **Lab:** 0 **Credits:** 1.5