

# Course Descriptions

## **CRMJ 515 Professional and Research Writing (Fall/Spring–3)**

This course provides students with advanced research and writing skills and techniques culminating in the production of a significant research paper. Students will be required to respond in writing to issues in a criminal justice framework. Additionally, the course will focus on the basics of delineating issues, formulating propositions, constructing an argument, and researching a topic. Adherence to skills presented in the American Psychological Association Manual (APA) for preparing manuscripts is required.

## **CRMJ 520 Criminal Justice Administration and Management (Spring/Summer–3)**

This course focuses on the administration and management of criminal justice agencies. Budgeting and long-range planning as well as human resources management are emphasized. The student also will study and analyze the development of various criminal justice agency policies and procedures from a multicultural perspective.

## **CRMJ 522 Legal Issues in Criminal Justice Administration (Fall/Summer–3)**

An in-depth examination of the fundamental principles, concepts, and development of criminal law and the constitutional provisions that define it. This includes the study of criminal statutes and laws governing police procedure, as well as the rights of criminal defendants during judicial proceedings and of convicted offenders under the jurisdiction of criminal justice agencies. Issues related to multiculturalism also will be addressed.

## **CRMJ 525 Theories of Criminology (Fall/Spring–3)**

A critical analysis of the major criminological theories from an interdisciplinary perspective will be provided by this course. The student will study how crime is defined and measured and the impact of this knowledge on major policy decisions. The concept of crime will be studied from sociological, psychological, economic, and political frames of reference.

## **CRMJ 528 Politics, Policy and Criminal Justice (3)**

This course will examine criminal justice concerns from the perspective of political science. The overall course objective will be to learn about how the criminal justice system is created, operates, and is evaluated within a particular political multicultural framework. Students will be expected to learn how the various parts of this system works in relation to the development of policy.

## **CRMJ 530 Organizational Behavior in Criminal Justice (Fall/Summer–3)**

This course reviews organizational behavior as it relates to the foundations of individual and group behavior, the role of personality, emotions, motivation and communication, and human resource policies and practices. Research and theories from the behavioral sciences will be examined. Analyses of the following topics are included: leadership, group decision-making, cooperation, competition, and inter-group conflict. Prerequisite: CRMJ 520

## **CRMJ 532 Economics of the Criminal Justice System (Fall/Summer–3)**

The focus of this course is for students to develop an understanding of economic principles applied to contemporary issues in the field of criminal justice. Students will examine the effects of fiscal and monetary policies on the state of the economy, on the funding of governmental agencies and the decision-making processes of resource allocation. Students will examine the role of economics as related to the cost of crime and its impact to the criminal justice system. Various theories will be used to study optimum decision-making rules under changing conditions, as well as consumption, distribution of goods and services, and pricing. The use of cost-benefit analysis as a tool is emphasized. Each student will have the opportunity to select a specific topic in criminal justice and explore that issue from an economic perspective. Prerequisite: CRMJ 520

**CRMJ 534 Ethical Issues in Criminal Justice (Spring/Summer–3)**

This class discusses ethics or the study of goodness and how it relates to such concepts as justice, fairness, and professionalism. The focus will be on understanding ethical systems and how morality develops and analyzing moral and ethical dilemmas.

**CRMJ 536 Advanced Research Design & Analysis in Criminal Justice (Spring/Summer–3)**

This course is designed to introduce the graduate student to the process of social research. It discusses research concepts such as problem identification, data collection, data analysis, hypothesis testing, and conclusion and the inter-relatedness of these different stages. Prerequisite: CRMJ 515

**CRMJ 550 Criminal Justice Administration Practicum (Fall/Summer–3)**

The Practicum experience provides students with administrative experience in the field of criminal justice administration. Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with professionals in the field of criminal justice administration. The Practicum requires students to complete a project that results in a final report and presentation at the annual Criminal Justice Administration Graduate Student Symposium. Students will be encouraged to submit proposals to a professional conference to present their projects. Prerequisite: CRMJ 536

**CRMJ 555 Criminal Justice Administration Thesis (Fall/Summer–3)**

Students will identify a research question and will develop and write a thesis to further explore and explain the question. The student's advisor and a second reader will grade the thesis. Thesis students will present the result of their research at the annual Criminal Justice Administration Graduate Student Symposium. Prerequisite: CRMJ 536

**CRMJ 559 Master's Capstone Seminar in Criminal Justice (Fall/Summer–3)**

The Capstone Seminar course is an intensive experience in critical analysis, designed to broaden graduate students' perspectives beyond their culture or discipline and provides an opportunity for integration of all previous courses in the Criminal Justice Administration program. The topic or issue for the capstone project will be determined by the Program Director in conjunction with a criminal justice related institution, agency, or organization within the Pittsburgh community. The Capstone Seminar is designed for graduate students to foster cooperation and collaboration among their peers, to develop interdisciplinary partnerships, and to cultivate relationships with community partners. Students will examine a specific issue in the field of criminal justice, will prepare a final written document and present the results of their project at the annual Criminal Justice Administration Graduate Student Symposium. Prerequisite: CRMJ 536

**CRMJ 595 Directed Research in Criminal Justice Administration (3)**

The student works under the guidance of a faculty member and completes a comprehensive research project on a focused topic or issue that is not addressed in other courses offered at the University. The student will prepare a final written document and present the results of his or her project at the annual Criminal Justice Administration Graduate Student Symposium. Prerequisite: CRMJ 536

**INTL 500 Research Methods in Security and Intelligence Studies (3)**

Students will learn basic research methods for studying issues and problems in security and intelligence studies. They will gain proficiencies in research planning, data collection, and analysis and in the various methodologies that are utilized by academic, governmental, and corporate entities and the relationship of each to the study of social sciences. By using inductive and deductive approaches, the student will achieve an understanding of the theories of competing hypothesis design.

**INTL 501 Strategic Intelligence (3)**

This course enables the student to examine and understand the difference between strategic or long term intelligence, from operational and tactical short-term intelligence gathering. It analyzes the different methods of collection and tradecraft used in strategic collection. The course provides an appraisal of the intelligence cycle and the target-centric approach to analysis. The course further addresses current U.S. laws and policies, as well as congressional oversight, of the methods and operational guidelines that affect the intelligence community.

**INTL 502 Intelligence Operations (3)**

This course examines the concept and practice of intelligence operations. The course focus is to recognize the range of resources that are necessary to carry out intelligence operations. It identifies the tools, as well as techniques, that are related to successful operations and contrasts those techniques and tools that are lacking and result in failures.

**INTL 503 Target-Concentric Analysis (3)**

This course describes a modern approach developed in 2002 for the collecting and analysis of data. This replaces the former intelligence cycle, which was popular during the Cold War era. It maintains the use of experts in analysis, but broadens participation in analysis of information to non-experts, in order to obviate bias as a factor when reviewing information. It also includes participation of the policy maker(s) in defining specific tasks and the expanded use of open-source intelligence.

**INTL 504 Threat Analysis (3)**

This course analyzes current global security threats. It attempts to explain why these threats are prominent and offers possible solutions of both a short- and long-term strategy in coping with the new threats. The student will develop a comprehensive knowledge of threat analysis and how U.S. intelligence addresses such threats. It also examines the amount of involvement of foreign intelligence services during such actions.

**INTL 505 International Terrorism (3)**

This course examines the risks of growing international terror acts, the organizations that figure most prominently as the perpetrators, and current strategies to prevent the growth of such groups. It also examines the history of terrorism and current trends with respect to financing, structure and weapons used by terrorist groups.

**INTL 506 Cyber Crime Analysis (3)**

This course examines the proliferation of cyber criminal activity in the 20<sup>th</sup> and 21<sup>st</sup> centuries. It defines the threat of such activity and its implications to U.S. and global security. It advances ways to deal with and prevent the spread of cyber criminal activity and addresses the methods used in conducting criminal investigations into cyber crime. The course also assesses the degree to which such activity has influenced transnational criminal activity.

**INTL 507 Homeland Security (3)**

This course examines Homeland Security from its inception after 9/11, describing why it was created and what agencies were merged to form it. This course affords knowledge of the mission and responsibilities of the Department of Homeland Security under the Homeland Security Act. The course also evaluates the changes in Homeland Security since its inception and its current duties and responsibilities.

**INTL 508 Communication and Writing for Intelligence (3)**

This course addresses the collection of intelligence and analyzes how such collection is formatted into intelligence briefs used by policy makers. It synthesizes a variety of writing techniques to create a short, decisive, and informative report, retrieved from volumes of data.

**INTL 509 Research Project (3)**

The student must select a topic of research. The topic must be chosen with the consent of the Graduate Review Committee. The research conducted by the student will be presented in his/her research paper to the Graduate Review Committee in order to be nominated to graduate with the MA degree. Prerequisite: The student must successfully complete all other program requirements with a Q.P.A of 3.0 or better.

**MSEM 500 Management of Engineering, Scientific and Technical Professionals (Fall—3)**

The course will cover the management of human resources in a technology-based enterprise with engineering, scientific, and technological professionals. The course also will concentrate on the development of personnel policies regarding training, employee-labor relations with technical staff and administrative personnel. Students will apply coursework via interaction with human resource professionals and research assignments.

**MSEM 505 Economic Analysis in Engineering Management (Fall—3)**

The course covers the principles and methodologies of economic analysis and selection of projects as they pertain to engineering activities. Individual, corporate, and public projects will be considered. Among topics covered are time value of money, short-term and long-term investment analysis, management of assets, inflation, and taxation analysis. Basic concepts such as stochastic analysis and deterministic methods will be introduced. Students will be able to utilize financial principles including: accounting income and cash flow, equivalence, cash flow modeling, depreciation, taxation, investment worth, selection of alternatives, and budgeting models. Students also will have special appreciation for comparisons of project viability and risk for selection of projects including investment worth under risk, comparing projects, and decision trees.

**MSEM 510 Organizational Behavior (Spring—3)**

The determinants of individual and group behavior within the engineering organization are discussed. Motivation, leadership, group behavior, organizational structures, and processes as they affect performance and satisfaction in the organization will be covered. Students will obtain practical knowledge of organizational behavior via reading, research projects, and interactions with engineering and business professionals.

**MSEM 520 Contract Law and the Engineering Enterprise (Spring—3)**

Introduction to the legal factors affecting contractor activities; contract responsibilities of contractors, engineers and owners; subcontracts and third party liability; legal as well as ethical issues facing engineering managers; federal and state regulations relating to contracts.

**MSEM 525 Engineering Project Management (Spring—3)**

The course will include extensive coverage of project management related to staffing, planning, and budgeting engineering projects. Course content will include client satisfaction, cost control, and development of the project team, along with the engineering manager's role in motivation, performance reviews, and negotiations. The effects of deregulation will be discussed. Students will apply practical knowledge of how to plan and execute a successful engineering project.

**MSEM 530 Engineering Analysis I (Fall—3)**

The course provides an introduction to deterministic operations research models and solutions techniques. Specific topics covered include: linear programming formulation, graphical solution, simplex method introduction, special applications of the simplex method introduction to duality, the transportation and assignment problems, network flow problems, integer, and dynamic programming. Design projects will involve spreadsheet software, spreadsheet ad-ins, LINDO, and other special purpose packages. Students will become familiar with deterministic math models.

**MSEM 540 Seminar in Contemporary Issues in Engineering Management (Summer—3)**

Students will interact with visiting experts, fellow students and faculty in open discussions relating to a diverse range of topics including human resource management, legal issues, strategic planning, and financial management. Field activities will reinforce classroom experience. Students will become familiar with topical issues confronting engineers and managers.

**MSEM 545 Project in Engineering Management (Spring—3)**

Students will apply classroom learning in the execution of a project of substantial magnitude. Together with faculty, the student will select a topic that focuses on an application in one of the eight course areas, or one that is more broadly based. Faculty will evaluate a detailed student report. Students will achieve significant expertise in engineering projects, learn to work independently in applying previously learned concepts to specific problem, demonstrate appropriate written and oral communication skills and demonstrate the ability to select, and utilize appropriate computing tools.

**MSES 500 Environmental Science I (Fall— 3)**

The course provides an overview of the scientific principles applicable to natural resources and environmental issues. The impact of water and atmospheric pollution on human and environmental health, solid and hazardous waste management; environmental

chemistry and energy are among the topics to be discussed. The course will deal with such issues as climate change, acid precipitation and sustainable energy. This course provides a foundation for integrating other courses.

#### **MSES 505 Environmental Science II (Fall—3)**

Topics to be covered include ecology in its application of wetland protection and management, conservation of biodiversity and the impacts of humans on biological systems. The fields of geology, hydrology and soil science will be incorporated into discussions that include wetland delineation, sustainable agriculture and urban ecology.

#### **MSES 510 Economics and the Environment (Fall—3)**

Students will examine the fundamentals of economics with respect to natural resources development and sustainability, energy needs, and pollution control. Methods employed will include social welfare analysis, cost-benefit analysis and externalities.

#### **MSES 515 Politics and the Environment (Fall—3)**

The course examines the interaction of scientific, political and economic factors in the history and formation of environmental policy in the United States. It assesses the role of citizens, regulatory agencies, political institutions and non-governmental organizations in managing such issues as water and atmospheric pollution, climate change and biodiversity. Also, real world case studies will be used to discuss the ethics and morals that help to shape environmental regulations

#### **MSES 520 Exploring the Environment and Health Connection (Spring—3)**

An introduction to environmental health concepts. Examines historical and current events to illustrate and better appreciate the relationships between environment and health. The course will review the relationship of people to their environment, how the environment affects their physical well-being and what can be done to influence the quality of the environment and enhance the protection of health. Major environmental health problems discussed include: new and emerging infectious disease of public health importance, air quality, water quality, waste water, and soil and hazardous waste management.

#### **MSES 535 Environmental Technology (Spring—3)**

This course is an introduction to technologies applied in the environmental field. Students will gain skills in environmental sampling, analysis and reporting of air, water, and soil samples, delineating wetlands and conducting biological surveys for assessing environmental health. The course will also introduce geographical information system (GIS) mapping and modeling as it relates to environmental science.

#### **MSES 540 Environmental Law (Spring—3)**

A study of the impact of legal issues and regulating agencies on environmental protection. Local and federal statutes, such as Clean Air Act, Clean Water Act, National Environmental Policy Act, and waste management laws will be discussed.

#### **MSES 550 Environmental Communication (Spring—3)**

This course is an overview of professional communications with an emphasis on communications challenges encountered in environmental situations. Students will gain an understanding of direct and media communications with an emphasis on dialogue and research. Management planning and communications techniques will be explored as they apply to environmental case situations.

#### **MSES 560 Research Methods (Summer—3)**

This course is an overview of methodological issues and strategies, which are relevant to research in environmental studies. Topics include quantitative and qualitative research designs, literature resources and review of data collection, analysis and interpretation. Students will, together with a faculty advisor, select a "theme," which will be the focus of their research in MSES 570.

#### **MSES 570 Research Dissemination (Summer—3)**

Students will achieve a significant level of expertise on their research topic through independent review of literature and collaboration with their faculty advisor and professional contacts. The student will learn how to disseminate scientific writing to society and professionals by demonstrating written and oral communication skills.

**PSYC 503 Foundations of Community Psychology (3)**

The historical, philosophical, and theoretical background to community psychology will be examined. Special emphasis will be placed on involvement in our local urban community with recognition of its existing resources as well as its diverse population. The course will require small field work projects as well as theoretical and research papers.

**PSYC 511 Humanistic and Phenomenological Approaches to Psychology (3)**

This course will address comprehensively and in detail humanistic and phenomenological psychology as used in research and practice. The course will examine the phenomenological approach to research, and explore how this approach provides a foundation for a humanistic understanding of the person in the context of culture and community.

**PSYC 524 Childhood & Society (3)**

This course examines the impact of trends in American culture on children's development and mental health, including the standardized testing movement in education, the commercialization of childhood, screen immersion, weak public policies in support of family life, and environmental issues. It will explore countervailing trends that offer healthier alternatives to children and their families.

**PSYC 525 Lifespan Development (3)**

This course will review various theories and empirical research on development beginning with infancy and continuing through late adulthood and death. The course will examine the socialization of the person across development and will explore language development and the role of genetics.

**PSYC 526 Applied Behavior Analysis I (3)**

Training in applied behavior analysis, informed by a humanistic and phenomenological framework, for therapeutic interventions in clinical practice with individuals on the autism spectrum, developmental disabilities, and other behavioral challenges. Students will be instructed in the ethics of behavior analysis, as approved by the Bureau of Autism Services; the diagnosis, etiologies and assessment for autism-spectrum disorders, intellectual disability, developmental disability, childhood disorders, and other relevant clinical issues; and comorbidities and medications. Prerequisite: PSYC 511.

**PSYC 531 Psychopathology in the Context of Society and Culture (3)**

Mental distress, maladaptive behavior, and problems in living will be examined broadly and from multiple perspectives, with special emphasis on the social and cultural antecedents and consequences of human suffering and dysfunction. Critical examination of current diagnostic systems will be explored in light of contemporary research.

**PSYC 532 Mental Health & Well Being: Individual and Collective (3)**

Theories of mental health and well-being will be critically examined in light of research evidence. The course will examine positive and adaptive states of mind, as well as personal strengths and virtues, with an emphasis upon the social and cultural antecedents and consequences of mental health and well-being. Prerequisite: PSYC 503.

**PSYC 541 Brain, Body and Experience (3)**

This course will interrelate human experiences and behavior with contemporary research in cognitive neuroscience, enactive cognition, and neurophenomenology. Each of the aforementioned disciplines will be discussed and their application to human development, learning, health, and psychological disorders will be addressed. Prerequisite: PSYC 511.

**PSYC 551 Quantitative Research Methods (3)**

This course will explore the historical, philosophical, and theoretical foundations to quantitative research and proceed to explore descriptive statistics, correlational analyses, experimental designs, and inferential statistics. Proficiency in information literacy and research will be expected. Understanding of quantitative measures and results within peer-reviewed journals will be stressed. APA ethical guidelines for using human participants will be reviewed. Quantitative lab projects will provide students with opportunities to apply concepts with actual data.

**PSYC 552 Qualitative Research Methods (3)**

This course will introduce the historical and philosophical foundation to qualitative research including specific theories, methods, practices, and interpretive skills within human science research. Proficiency in information literacy and research is expected. Qualitative research will be compared and contrasted to natural science quantitative research. APA ethical guidelines for using human participants will be reviewed. The course will include original research: proposal, pilot study, field work (observations, participant observations), and interviews as well as analysis and scholarship.

### **PSYC 555 Critical Race Studies (3)**

Critical Race Studies is a seminar course for the contemporary clinical-community psychology scholar. This graduate seminar will explore the foundations and central tenets of Critical Race Theory, from its origins in Critical Legal Studies to current applications, debates, historic references, and policy. The aim is to emphasize the importance of understanding racial associations between individuals and the settings and systems in which they are embedded. Students will be graded by the successful completion of APA style writing assignments, oral presentations, and critical analysis of issues of relevance to clinical-community psychology research and practice.

### **PSYC 556 Girls' and Women's Mental Health (3)**

Although girls and women in the U.S are comparatively privileged, patriarchal attitudes continue to impact their lives in adverse ways. Glaring examples include significant wage disparities, sexual assaults on college campuses, and the fact that the U.S. stands alone among wealth nations in not guaranteeing paid maternity leave, or high-quality childcare. Girls' and women's bodies are routinely sexualized and pathologized as evidenced by rampant body dysmorphia and eating disorders, psychiatric diagnoses that are tied to their reproductive cycles such as premenstrual dysphoric disorder, and postpartum depression, the medicalization of childbirth, and the discomfort/shame women are made to feel when breastfeeding in public. This course will explore the impact of these prevailing attitudes on girls' and women's psychological well being and ways in which communities can promote and protect their mental health.

### **PSYC 557 Integrative Mental Health (3)**

This course revitalizes and expands the biopsychosocial model of mental health. We are biological beings; interdependent on a complex ecosystem that surrounds us, and lives within us (the microbiome). We are psychological beings; formed from our unique histories and our existential longings (e.g. to feel that our lives have meaning, and a sense of purpose). We are social beings embedded in families, communities, and cultures. Achieving optimal mental health requires that we support each of these levels of experience while recognizing that they are inextricably linked. In this class we will explore the interplay among the biological, psychological, and social contributions to mental health, and consider how to apply this knowledge to strengthen individuals and communities.

### **PSYC 558 Introduction to Grant Writing (3)**

This course will introduce students to the fundamental elements of writing and preparing a successful grant proposal. Students will develop skills in grant seeking, proposal development, budget preparation, and evaluation of grant proposals.

### **PSYC 559 LGBTQ Studies (3)**

This seminar provides foundational knowledge and general practice skills for workings with lesbian, gay, bisexual, transgender, and questioning/queer (LGBTQ) individuals and communities. The course content will include an examination of historical and political perspectives, with an emphasis on contemporary mental health concerns and the psychological impact of stigma and discrimination against members of LGBTQ communities. Social, psychological, cultural, behavioral, environmental, and biological factors contributing to health and mental health disparities among LGBTQ individuals and communities will be highlighted. Students will also explore ethical and legal issues and debates through the lens of the disciplines of psychology and psychiatry.

### **PSYC 560 Mindfulness: Buddhist and Contemplative Psychology (3)**

Students will examine theories from Buddhist and Contemplative Psychology, with particular emphasis on mindfulness and meditative practices. Application of these practices in western psychology will be critically examined in light of primary texts, as well as empirical research. Selected texts will emphasize therapeutic, individual, and collective wellbeing. This course is highly experiential in nature. Students will engage in weekly meditative practices, small group activities, and open classroom dialogue. Although Buddhist theories will be highlighted, this course is relevant to all

students, regardless of their potential spiritual or religious beliefs.

**PSYC 561 Social Psychology and Cultural Transformation (3)**

This course will ask how theories of social psychology may, as participatory action research, affect beneficial cultural transformations within communities. Socio-cultural therapeutics will be analyzed in-depth. Traditional foundations to social psychology will be comprehensively presented along with current and cutting-edge perspectives in the field. Prerequisite: PSYC 503.

**PSYC 563 Program Development, Evaluation and Assessment (3)**

Practical skills will be learned regarding the creation and implementation of programs related to community building, health initiatives/services, and non-profit organizations. The course will include necessary knowledge of local and federal restrictions and support, coalitions, technical assistance, and local community partnerships. Program evaluation and assessment skills will be taught.

**PSYC 595 Special topics in Clinical-Community Psychology (3)**

This is a seminar course that will address a topical issue in contemporary clinical-community psychology. While the subject matter will change, the course will focus on development of student comprehension of primary texts, APA style writing, oral presentation skills, and critical thinking about issues of relevance to clinical-community psychology research and practice.

**PSYC 626 Applied Behavior Analysis II (3)**

Advanced training in applied behavioral analysis, informed by a humanistic and phenomenological framework, for therapeutic interventions and best practices for individuals on the autism spectrum, developmental disabilities, and other behavioral challenges. Students will be instructed in instructional strategies and best practices, crisis intervention, family collaboration, a specific skill deficit training. Prerequisite PSYC 526

**PSYC 631 Ethical and Professional Issues in Psychology (3)**

This course will provide a detailed account of ethical issues that arise within clinical and research settings. Specific case examples will be studied and ethical issues will be role-played and scrutinized in class. The American Psychological Association's ethical standards as well as the Pennsylvania Psychological Association's ethical guidelines will be examined in depth.

**PSYC 642 Critical Theory in the Social Sciences (3)**

Students will define and evaluate major concepts in critical theory and apply the theories to social systems and social science. Students will identify major movements in the field of critical theory, such as the Frankfurt School and French post-structuralism, including major figures within these movements, such as Max Horkheimer, Herbert Marcuse, Erich Fromm, Michel Foucault, and others. Critical theory within these traditions will be applied in critiques of ideological presuppositions and other biases in contemporary social and behavioral sciences.

**PSYC 643 Dynamics of Social Systems (3)**

Systems theory will be defined and applied to the understanding of social systems and social change. An emphasis will be placed on phenomenological foundations for social systems theory. Students will evaluate various theories of social systems and apply these theories to concrete examples and problems related to current issues in clinical-community psychology.

**PSYC 644 Psychology of Social Capital (3)**

This course will examine social networks and dynamics with an emphasis on the ways in which social capital (resources, organization, shared governances, and interpersonal power) is potentially shared through cooperation and mutual empowerment.

**PSYC 645 Empowerment Theory (3)**

This course will review empowerment theory and examine issues such as accountability, organizational freedoms,



health initiatives training, and general community well-being.

**PSYC 646 Psychology of Religion and Spirituality (3)**

This course will explore the relationships between religion and spirituality and individual and community well-being. The psychological life of religiosity and spirituality will be examined, including various forms of religious and spiritual beliefs, rituals, and practices.

**PSYC 647 Psychology of Sex and Gender (3)**

This course will offer understanding and descriptive accounts of sexual diversity and preferences, gender and transgendered distinctions, and the relation of these choices and identities (self-identification) with clinical-community practices and research.

**PSYC 648 Psychology of Human Diversity (3)**

Human diversity in all forms will be explored in relation to community building. Theories of diversity will be identified, described, and applied to understand and solve social problems of contemporary relevance. The course will examine the role impact of diverse social identifies, including racial, ethnic, sexual, gender, and other categories of social identity, and seek to understand the role of these identities in the development of mental and physical health and well-being.

**PSYC 649 Psychology of Emotion and Motivation (3)**

Emotion and motivation will be examined through various theoretical perspectives, including evolutionary, cognitive-behavioral, neuro-cognitive, psychodynamic, and phenomenological perspectives. Emphasis will be placed on emotion and motivation in the context of family and interpersonal dynamics.

**PSYC 652 Community Practicum I (3)**

This practicum is an independent study course which will involve supervised practice in applied community psychology. Students will participate in community intervention or program within an agency. A minimum of 120 hours of on-site work at the placement site must be completed in order to earn a grade for the course. Prerequisite: PSYC 503.

**PSYC 653 Community Practicum II (3)**

This practicum is an advanced independent study course which will involve supervised practice in applied community psychology. Students will participate in community intervention or program within an agency. A minimum of 120 hours of on-site work at the placement site must be completed in order to earn a grade for the course. Prerequisite: PSYC 651.

**PSYC 695 Advanced Special Topics in Clinical-Community Psychology (3)**

This is a seminar course that will address an advanced, topical issue in contemporary clinical-community psychology. While the subject matter will change, the course will focus on development of student advanced comprehension of primary texts, APA style writing, oral presentation skills, and critical thinking about issues of relevance to clinical-community psychology research and practice.

**PSYC 691 Thesis (3)**

One faculty member will chair the thesis, and at least one other faculty member will serve on the committee. Students will identify a regional community that appears to be in need of intervention, due to a high prevalence of antecedent social factors that are likely to increase or mediate mental illness and/or wellbeing. Based on a review of the research literature and assessment of the community, students will design a plan for a community intervention that promises to improve the mental health and well-being of members of the identified at-risk community.

**PSYC 693 Research Practicum (3)**

This practicum will provide students with research experience under the guidance of a faculty member and/or a community agency on-site supervisor. Students will engage in community assessment, program development, and/or community-based interventions for a minimum of 10 hours per week.

**PSYC 694 Research Practicum II (3)**

This practicum will provide students with ongoing research experience under the guidance of a faculty member and/or community agency on-site supervisor. Students will engage in community assessment, program development, and/or community-based interventions for a minimum of 10 hours per week.

**PSYC 700 Clinical Fundamentals (3)**

This course provides the opportunity for students to experientially learn basic helping skills and explore personal and professional challenges related to being in a helping role-prior to engaging in that role. During the course, students will have the opportunity to practice basic helping/communication skills and to reflect broadly upon what it means to be in a helping role, including related interpersonal and multi-cultural issues, power dynamics, and social responsibilities inherent in the work. An introduction to research on psychotherapy effectiveness and evidence-based practice will be integrated into the course materials.

**PSYC 701 Psychotherapy Methods I (3)**

Building upon the knowledge-base of Clinical Fundamentals, this course will provide an in-depth examination of one or more approaches to psychotherapy from a particular orientation or an integration of one or more orientations. Clinical orientations examined may include humanistic/person-centered, existential, psychoanalytic, Gestalt and emotion-focused approaches, among others. Evidence in support of the approach and critical evaluation of orientation's strengths and weaknesses will be addressed. The approach will also be critically evaluated in terms of its philosophical assumptions and social, history and cultural context.

**PSYC 702 Psychotherapy Methods II (3)**

Building upon the knowledge-base of Psychotherapy Methods and Practicum I, this course will provide an in-depth examination of one or more approaches to psychotherapy from a particular orientation or an integration of one or more orientations. Clinical orientations examined may include humanistic/person-centered, existential, psychoanalytic, Gestalt and emotion-focused approaches, among others. Evidence in support of the approach and critical evaluation of orientation's strengths and weaknesses will be addressed. The approach will also be critically evaluated in terms of its philosophical assumptions and social, history and cultural context. Prerequisite: PSYC 701 and PSYC 709

**PSYC 703 Psychopathology in the Context of Society and Culture (3)**

Mental distress, maladaptive behavior, and problems in living will be examined broadly and from multiple perspectives, with special emphasis on the social and cultural antecedents and consequences of human suffering and dysfunction. Critical examination of current diagnostic systems will be explored in light of contemporary research.

**PSYC 704 Mental Health & Well-Being: Individual & Collective (3)**

Theories of mental health and well-being will be critically examined in light of research evidence. The course will examine positive and adaptive states of mind, as well as personal strengths and virtues, with an emphasis upon the social and cultural antecedents and consequences of mental health and well-being.

**PSYC 705 Psychological Assessment I (3)**

Introduction to psychological tests and measurements for application in clinical settings. Beginning-level competency in assessment will be developed in measurement of cognitive, psychosocial, emotional, personality, and clinical constructs. Collaborative and individualized assessment approaches will be emphasized with application of commonly used tests and measurements. Discussion will include principles and ethics of psychological assessment and the importance of sensitivity to individual and cultural diversity in the use of tests and measurements. Prerequisite: PSYC 700 & 781.

**PSYC 706 Consultation & Supervision (3)**

This course is an introduction to theory, research, and application of supervision and consultation in clinical and community settings. Prerequisite: PSYC 701.

**PSYC 707 Couples & Family Therapy (3)**

This course provides an overview of evidence-based approaches to working with couples and families in clinical

settings. Assessment of dysfunction in couples and families will be identified, and clinical interventions for treatment of couples and families problems will be examined. Prerequisite: PSYC 702.

### **PSYC 708 Psychological Assessment II (3)**

Building on Psychological Assessment I, students will continue to develop competency in psychological assessment of cognitive, psychosocial, emotional, personality, and clinical constructs through classroom learning and practice in the use of various instruments. Collaborative and individualized assessment approaches will be emphasized with application of commonly used tests and measurements. Discussion will include principles and ethics of psychological assessment, and the importance of sensitivity to individual and cultural diversity in the use of tests and measurements Prerequisite: PSYC 705.

### **PSYC 709 Psychotherapy Practicum I (3)**

In this course, students apply what they learned in PSYC 701, which includes the provision of beginning level individual psychotherapy, diagnosis, and assessment of clients in an applied clinical setting. Students receive individual supervision of clinical work by the course instructor. Classroom discussion and/or group supervision, and individual supervision will provide opportunities for students to continue to critically evaluate the approach as well as to explore ethical issues as applied to practice. Prerequisite: PSYC 701.

### **PSYC 710 Psychotherapy Practicum II (3)**

In this course, students apply what they learned in PSYC 702, which includes the provision of beginning level individual psychotherapy, diagnosis, and assessment of clients in an applied clinical setting. Students receive individual supervision of clinical work by the course instructor. Classroom discussion and/or group supervision, and individual supervision will provide opportunities for students to continue to critically evaluate the approach as well as to explore ethical issues as applied to practice. Prerequisite: PSYC 702.

### **PSYC 711 Lifespan Development (3)**

This course will review various theories and empirical research on development beginning with infancy and continuing through late adulthood and death. The course will examine the socialization of the person across childhood development, and will explore language development and the role of genetics.

### **PSYC 712 Foundations of Critical Psychology (3)**

This course investigates how issues of power and oppression are both propagated and resisted in the field of psychology. We will critically analyze the field of psychology for its implicit assumptions about the constitution of subjectivity and the experiences of well-being and suffering. Students will investigate the ways in which issues of power, oppression and liberation come to affect human suffering and well-being and begin to consider the ways in which psychology can contribute to changing the status quo. We will also examine research methodologies through critical lenses

### **PSYC 713 Qualifying Seminar (3)**

This course will serve in lieu of the comprehensive exam to mark the end of doctoral coursework. The purpose of the course is to demonstrate a synthesis of the coursework completed over the previous years. Students will learn how to prepare to write their dissertation, select a theoretical orientation and methodology, as well as the steps and procedures necessary for dissertation completion. We will also discuss topics pertaining to entering the job market, such as drafting cover letters and teaching statements, as well as the publication process. Students will be expected to produce a paper to send out for potential publication.

### **PSYC 714 Teaching Practicum (3)**

The purpose of this course is to give students a practical introduction to teaching at the university level. Topics will deal with pedagogical philosophies and technical and pragmatic issues. By the end of the semester, students will create a full teaching portfolio, including sample syllabi, and a teaching statement. Students will also be taught how to navigate potential issues that arise when teaching at the university level.

**PSYC 715 Teaching Practicum II (3)**

The second half of the practicum is dedicated to the practical application of what was learned in the first practicum. Students will design and deliver guest lectures, design learning assessments with justifications, and an assessment of a peer's lecture. Students will be able to compare and contrast different teaching styles and justify their preferred approach. Students will also consider alternative methods of teaching, such as online delivery, both synchronous and asynchronous.

**PSYC 721 Brain, Body & Experience (3)**

This course will interrelate human experiences and behavior with contemporary research in cognitive neuroscience, enactive cognition, and neurophenomenology. Each of the aforementioned disciplines will be discussed and their application to human development, learning, health, and psychological disorders will be addressed.

**PSYC 722 Psychology of Cognition, Emotion, and Motivation (3)**

Cognition, emotion and motivation will be examined through various theoretical perspectives, including evolutionary, cognitive-behavioral, psychodynamic, and phenomenological perspectives. Emphasis will be placed on cognition, emotion and motivation in the context of interpersonal dynamics.

**PSYC 724 Childhood and Society (3)**

This course examines the impact of trends in American culture on children's development and mental health, including the standardized testing movement in education, the commercialization of childhood, screen immersion, weak public policies in support of family life, and environmental issues. It will explore countervailing trends that offer healthier alternatives to children and their families.

**PSYC 725 Lifespan Development (3)**

This course will review various theories and empirical research on development beginning with infancy and continuing through late adulthood and death. The course will examine the socialization of the person across development and will explore language development and the role of genetics.

**PSYC 731 Foundations of Community Psychology (3)**

The historical, philosophical and theoretical background to community psychology will be examined. Special emphasis will be placed on involvement in our local, urban community with recognition of its existing resources as well as its diverse population. In the practical aspect of this course, students will engage in community assessment and interventions in the field under supervision of an instructor and on-site supervisor. Regular class meetings will provide students with supervision and guidance in their community practicum experience.

**PSYC 732 Social Psychology & Cultural Transformation (3)**

This course will ask how theories of social psychology may, as participatory action research, effect beneficial cultural transformations within communities. Socio-cultural therapeutics will be analyzed in-depth. Traditional foundations to social psychology will be comprehensively presented along with current and cutting edge perspectives in the field. Prerequisite: PSYC 731.

**PSYC 733 Community Psychology Practicum (3)**

In this course, students apply what they learned in PSYC 731. Students engage in community assessment and interventions in our local community under supervision of an instructor and/or on-site supervisor. Regular class meetings will provide students with supervision and guidance in their community practicum experience. Prerequisite: PSYC 731.

**PSYC 734 Program Development, Evaluation and Assessment (3)**

Practical skills will be learned regarding the creation and implementation of programs related to community building, health initiatives/services, and non-profit organizations. The course will include necessary knowledge of local and federal restrictions and support, coalitions, technical assistance, and local community partnerships. Program evaluation and assessment skills will be taught. Prerequisite: PSYC 741 & 742.

### **PSYC 736 Psychology of Human Diversity (3)**

Human diversity in all forms will be explored in relation to community building. Theories of diversity will be identified, described, and applied to understand and solve social problems of contemporary relevance. The course will examine the impact of diverse social identities, including racial, ethnic, sexual, gender, and other categories of social identity, and seek to understand the role of these identities in the development of mental and physical health and well-being.

### **PSYC 741 Qualitative Research Methods (3)**

This course will introduce the history and philosophical foundation to qualitative research including specific theories, methods, practices, and interpretive skills within human science. Proficiency in information literacy and research is expected. Qualitative research will be compared and contrasted to natural science quantitative research. APA ethical guidelines for using human participants will be reviewed. The course will include original research: proposal, pilot study, field work (observations, participant observations) and interviews as well as analysis and scholarship.

### **PSYC 742 Statistics and Quantitative Research (3)**

This course will explore the historical, philosophical, and theoretical foundations of quantitative research and proceed to explore various experimental designs and associated statistics. This course provides an overview of statistics used in quantitative psychological research as well as practice in conducting various statistical tests (ie, t-tests and ANOVAs). Content of the course will include instruction on frequency of distributions and percentiles, measures of central tendency, measures of variability, z-scores and the normal curve model, the correlation coefficient, linear regression, statistics for hypothesis tests, and other relevant subject matter. Proficiency in information literacy and research will be expected. Understanding of quantitative measures and results within peer-reviewed journals will be stressed. APA ethical guidelines for using human participants will be reviewed. Quantitative lab projects will provide students with opportunities to apply concepts to actual data.

### **PSYC 751 Humanistic & Phenomenological Approaches (3)**

This course will address comprehensively and in detail humanistic and phenomenological psychology as used in research and practice. The course will examine the phenomenological approach to research and explore how this approach provides a foundation for a humanistic understanding of the person in the context of culture and community.

### **PSYC 752 History & Theory of Psychology (3)**

This course provides a survey of the major theories and systems of psychology in the modern age, as well as the roots of these approaches in prior history. Critical theory will be utilized to identify underlying philosophical and theoretical assumptions of major systems of psychology and their implications.

### **PSYC 756 Girls' and Women's Mental Health (3)**

Although girls and women in the U.S are comparatively privileged, patriarchal attitudes continue to impact their lives in adverse ways. Glaring examples include significant wage disparities, sexual assaults on college campuses, and the fact that the U.S. stands alone among wealth nations in not guaranteeing paid maternity leave, or high-quality childcare. Girls' and women's bodies are routinely sexualized and pathologized as evidenced by rampant body dysmorphia and eating disorders, psychiatric diagnoses that are tied to their reproductive cycles such as premenstrual dysphoric disorder, and postpartum depression, the medicalization of childbirth, and the discomfort/shame women are made to feel when breastfeeding in public. This course will explore the impact of these prevailing attitudes on girls' and women's psychological well being and ways in which communities can promote and protect their mental health.

### **PSYC 757 Integrative Mental Health (3)**

This course revitalizes and expands the biopsychosocial model of mental health. We are biological beings; interdependent on a complex ecosystem that surrounds us, and lives within us (the microbiome). We are psychological beings; formed from our unique histories and our existential longings (e.g. to feel that our lives have meaning, and a sense of purpose). We are social beings embedded in families, communities, and cultures. Achieving optimal mental health requires that we support each of these levels of experience while recognizing that they are inextricably linked. In

this class we will explore the interplay among the biological, psychological, and social contributions to mental health, and consider how to apply this knowledge to strengthen individuals and communities.

### **PSYC 758 Introduction to Grant Writing (3)**

This course will introduce students to the fundamental elements of writing and preparing a successful grant proposal. Students will develop skills in grant seeking, proposal development, budget preparation, and evaluation of grant proposals.

### **PSYC 759 LGBTQ Studies (3)**

This seminar provides foundational knowledge and general practice skills for workings with lesbian, gay, bisexual, transgender, and questioning/queer (LGBTQ) individuals and communities. The course content will include an examination of historical and political perspectives, with an emphasis on contemporary mental health concerns and the psychological impact of stigma and discrimination against members of LGBTQ communities. Social, psychological, cultural, behavioral, environmental, and biological factors contributing to health and mental health disparities among LGBTQ individuals and communities will be highlighted. Students will also explore ethical and legal issues and debates through the lens of the disciplines of psychology and psychiatry.

### **PSYC 760 Mindfulness: Buddhist and Contemplative Psychology (3)**

Students will examine theories from Buddhist and Contemplative Psychology, with particular emphasis on mindfulness and meditative practices. Application of these practices in western psychology will be critically examined in light of primary texts, as well as empirical research. Selected texts will emphasize therapeutic, individual, and collective wellbeing. This course is highly experiential in nature. Students will engage in weekly meditative practices, small group activities, and open classroom dialogue. Although Buddhist theories will be highlighted, this course is relevant to all students, regardless of their potential spiritual or religious beliefs.

### **PSYC 761 Social Psychology and Cultural Transformation (3)**

This course provides students with the opportunity to explore issues relate to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in their clinical placement site. This course also provides placement students with the opportunity for clinical consultation on placement-related material from a licensed clinical psychologist. Prerequisite: PSYC 701

### **PSYC 762 Clinical Practicum II (1)**

Building from clinical skills developed in PSYC 761, this course provides students with the continued opportunity to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in their clinical placement site. This course also provides placement students with the opportunity for clinical consultation on placement related material from a licensed clinical psychologist. Prerequisite: PSYC 701, PSYC 754.

### **PSYC 763 Clinical Practicum III (1)**

Building from clinical skills developed in PSYC 761 and 762, this course provides students with the continued opportunity to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in their clinical placement site. This course also provides placement students with opportunity for clinical consultation on placement related material from a licensed clinical psychologist. Students will demonstrate more advanced skills in diagnosis, case conceptualization, and treatment planning, based on prior courses and applications in practicum Prerequisite: PSYC 702 and 762

### **PSYC 764 Clinical Practicum IV (1)**

Building from clinical skills developed in PSYC 761, 762, and 763, this course provides students with the continued opportunity to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in their clinical placement site. This course also provides placement students with the opportunity for clinical consultation on placement related material from a licensed clinical psychologist. Students will draw upon their learning PSYC 722 and other training relevant to the psychology of cognition, emotion and motivation to demonstrate enhanced clinical skills in diagnosis, case conceptualization and treatment planning. Prerequisite: PSYC 702, PSYC 722 and PSYC 763.

#### **PSYC 765 Clinical Practicum V (1)**

Building from clinical skills developed in PSYC 761, 762, 763, and 764, this course provides students with the continued opportunity to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in their clinical placement site. This course also provides placement students with the opportunity for clinical consultation on placement related material from a licensed clinical psychologist. Students will draw upon their learning in PSYC 736 and other training relevant to human diversity to demonstrate advanced clinical skills in multicultural strategies for work with diverse clients in psychotherapy. Prerequisite: PSYC 702, 736, and 764

#### **PSYC 766 Clinical Practicum VI (1)**

Building from clinical skills developed in PSYC 761, 762, 763, 764, and 765, this course provides students with the continued opportunity to explore issues related to professionalism and ethics in the practice of clinical psychology concurrent with their clinical placement at a practicum site. Students will demonstrate ongoing improvement in their competence and sophistication as clinicians as evidenced by classroom discussion of their individual, group, and/or couples therapy work with diverse populations in clinical consultation on placement related material from a licensed clinical psychologist. Students will draw upon their learning in PSYC 711 Lifespan Development and other training relevant to human development to demonstrate advanced clinical skills in the application of theories and models of developmental psychology for diagnosis, case conceptualization and treatment planning in clinical practice. Prerequisite: PSYC 702, 711, and 765

#### **PSYC 771 Internship I (1)**

Students will successfully complete the first half of their one year, APA accredited internship. Students will provide reports, as directed, to the Director of Clinical Training and submit any requested documentation to demonstrate ongoing progress in their clinical training during the internship.

#### **PSYC 772 Internship II (1)**

Students will successfully complete the first half of their one year, APA accredited internship. Students will provide reports, as directed, to the Director of Clinical Training and submit any requested documentation to demonstrate ongoing progress in their clinical training during the internship.

#### **PSYC 781 Ethical & Professional Issues (3)**

This course will provide a detailed account of ethical issues that arise within clinical and research settings. Specific case examples will be studied and ethical issues will be role-played and scrutinized in class. The American Psychological Association's ethical standards as well as the Pennsylvania Psychological Association's ethical guidelines will be examined in depth.

#### **PSYC 789 Dissertation Reading (2)**

Students will begin work on their dissertation proposals by reviewing the literature in their chosen field of dissertation study. Faculty will provide guidance as students select readings and begin to write a review of the literature, which will form a portion of the dissertation proposal.

**PSYC 790 Dissertation Writing (2)**

Students will continue work on their dissertations, to include further reading and writing with the support and guidance of faculty. Prerequisite: PSYC 789.

**PSYC 791 Dissertation I (3)**

Students will work toward completion and defense of their doctoral dissertations under the supervision of a Chair and at least one Point Park University faculty member. Students will work from their dissertation proposals (written in APA style, including a literature review and methodology that were previously approved by the faculty and IRB) to collect and analyze data, and report the results, including discussion. Prerequisite: PSYC 741 & 742.

**PSYC 792 Dissertation II (3)**

Students will complete and defend a doctoral dissertation under the supervision of a Chair and at least one Point Park University faculty member. An external reader may be chosen as well, if this is of interest to the student and approved by the Dissertation Chair. Prerequisite: PSYC 791.

**PSYC 795 Special Clinical Topics (3)**

Students will examine a special topic in clinical psychology in-depth. Advanced theories of humanistic, psychoanalytic, existential, and/or related areas of theoretical interest will be applied to clinically-relevant practices and critically examined in light of empirical research evidence. Primary texts will emphasize careful, in-depth readings in theory and philosophy with the aim to demonstrate their relevance to therapeutic practices.

**PSYC 796 Special Theoretical Topics (3)**

Students will examine a special topic in theoretical and philosophical psychology within the humanistic, existential, and/or psychoanalytic traditions. Primary texts will be examined in-depth with the aim of critically examining the philosophical foundations of psychological theory, research, and/or practice.

**PSYC 900 Dissertation Extension (0)**

Students who have not successfully defended and submitted a dissertation to the Graduate School by the end of the fourth year of the program must continuously enroll ( fall, spring, and summer terms) until the dissertation is completed, but no longer than seven years from beginning the program , when the statute of limitations is reached. Prerequisites: completion of all degree requirements other than the dissertation and approval of Core PsyD faculty.