

CLINICAL PSYCHOLOGY (CPSY)

CPSY 102 — Doctoral Writing Skills Seminar

(Part 1) This course is designed to provide structure for scientific and doctoral-level writing. These writing skills are deemed critical to successful communication in the PsyD program and the field of professional psychology.

0 credits

In-Person

CPSY 103 — Doctoral Writing Skills Seminar

(Part 2) This course is designed to provide structure for scientific and doctoral-level writing. These writing skills are deemed critical to successful communication in the PsyD program and the field of professional psychology.

0 credits

In-Person

CPSY 104 — Doctoral Writing Skills Seminar

(Part 3) This course is designed to provide structure for scientific and doctoral-level writing. These writing skills are deemed critical to successful communication in the PsyD program and the field of professional psychology.

0 credits

In-Person

CPSY 601 — Learning Theories

This course is designed to provide an overview of theories of learning and critical concepts and constructs related to human learning. Consideration is given to basic principles and laws of learning and how they apply to understanding and predicting human behavior. Clinical applications of learning theory and research are reviewed.

3 credits

In-Person

CPSY 602 — Comparative and Integrative Psychotherapy

This course familiarizes students with different empirically supported treatment approaches and their clinical application and integration in clinical practice. Students review primary elements of Psychodynamic and Existential Psychotherapy, Structural Family Systems Therapy, Acceptance Commitment Therapy (ACT), Dialectical Behavior Therapy (DBT), Cognitive Behavioral Therapy (CBT) and Motivational Interviewing (MI). The course focuses on clinical application of these treatment approaches and the process of integrating these interventions in clinical practice.

2 credits

In-Person

CPSY 603 — Behavioral Medicine

This course is designed to provide an overview of essential content for the preparation of clinical psychologists practicing in primary care and other related medical settings. Particular emphasis is placed upon the clinical psychologist as a practitioner, consultant, teacher, researcher, administrator and role model in the medical setting.

3 credits

In-Person

CPSY 605 — History and Systems

This course is designed as an overview of the history of psychology in the Western world. The historical approaches to this task will include a historical developmental approach to origins and changes of ideas over time, the study of great persons and schools of thought, and a look at the Zeitgeist of each.

3 credits

In-Person

CPSY 607 — Cognitive & Affective Bases of Behavior

This course emphasizes theoretical, conceptual, empirical and clinical issues to better understand the cognitive-affective-behavioral interaction. Areas of concern will include modes of thinking, sensation and visual and other sensory perception, motivation, emotion, concept formation, construction of reality and the self.

3 credits

In-Person

CPSY 608 — Social Psychology

This course is designed to help the student understand basic principles and concepts of psychology related to the behavior of individuals in social contexts. Special emphasis is placed upon the social-clinical psychology interface and the role of the clinical psychologist as an applied social psychologist.

3 credits

In-Person

CPSY 616 — Lifespan Development

This course offers a multifaceted approach to learning about human development. It provides both an empirical and theoretical examination of human development across the lifespan. It is the intention of this course to acquaint the student with essential concepts and models of development. Psychological principles and historical and recent research in the areas of prenatal, cognitive, language, socio-emotional and physical development will be explored, and cultural considerations will be incorporated. Overall, this course is aimed at providing a comprehensive, clinically oriented overview of lifespan development.

3 credits

In-Person

CPSY 617 — Cognitive & Behavioral Therapies I

The course sequence of Cognitive and Behavioral Therapies (I, II, III) addresses the historical and theoretical underpinnings, case conceptualizations, and foundational intervention skills of cognitive and behavioral therapies that have evolved from individual disciplines through third-wave approaches to behavioral health. This course includes didactics, interactive learning (role-plays), hands-on and applied practice in the utilization of behavioral, cognitive, and biological evidence-based approaches to behavioral health in the context of best practices in assessing and treating patients with major psychological and biopsychosocial disorders. Ethical practice and consideration of individual and cultural diversity and inclusion at all levels will be highlighted and incorporated. These courses require participation and successful completion of CBT I, II and III labs to pass these courses.

3 credits

In-Person

CPSY 618 — Cognitive & Behavioral Therapies II

The course sequence of Cognitive and Behavioral Therapies (I, II, III) addresses the historical and theoretical underpinnings, case conceptualizations, and foundational intervention skills of cognitive and behavioral therapies that have evolved from individual disciplines through third-wave approaches to behavioral health. This course includes didactics, interactive learning (role-plays), hands-on and applied practice in the utilization of behavioral, cognitive, and biological evidence-based approaches to behavioral health in the context of best practices in assessing and treating patients with major psychological and biopsychosocial disorders. Ethical practice and consideration of individual and cultural diversity and inclusion at all levels will be highlighted and incorporated. These courses require participation and successful completion of CBT I, II and III labs to pass these courses.

3 credits

In-Person

CPSY 619 — Cognitive & Behavioral Therapies III

The course sequence of Cognitive and Behavioral Therapies (I, II, III) addresses the historical and theoretical underpinnings, case conceptualizations, and foundational intervention skills of cognitive and behavioral therapies that have evolved from individual disciplines through third-wave approaches to behavioral health. This course includes didactics, interactive learning (role-plays), hands-on and applied practice in the utilization of behavioral, cognitive, and biological evidence-based approaches to behavioral health in the context of best practices in assessing and treating patients with major psychological and biopsychosocial disorders. Ethical practice and consideration of individual and cultural diversity and inclusion at all levels will be highlighted and incorporated. These courses require participation and successful completion of CBT I, II and III labs to pass these courses.

3 credits

In-Person

CPSY 620 — Psychopathology

The goal of this course will be to familiarize students with the current diagnostic nosology as well as prominent features associated with psychological disorders across the lifespan.

3 credits

In-Person

CPSY 622 — Ethics in Psychology

This course familiarizes the student with the APA Code of Ethics, the Pennsylvania Licensing Law for Psychologists and the Specialty Guidelines for the Delivery of Services. It will also discuss the difference between legal and ethical issues and a variety of professional issues.

3 credits

In-Person

CPSY 623 — Human Diversity: Multiculturalism and Individual Differences

The intent of this course is to present an overview of issues and methods that will serve as a guide to developing multicultural competence, i.e., the knowledge, skills and attitudes necessary to understand, communicate with and treat a culturally diverse patient population.

3 credits

In-Person

CPSY 624 — Research I: Research Design and Methodology

Course objectives are to understand the basic research designs in clinical psychology and the methodological issues in formulating, planning, designing, implementing, analyzing and interpreting the results of research investigations. Prerequisite: Undergraduate or graduate statistics course.

3 credits

In-Person

CPSY 625 — Research II: Univariate and Multivariate + Lab

This course has three major goals. The first goal is to teach doctoral students fundamental and advanced theory principles and essential concepts in measurement applied to psychological phenomena (commonly referred to as Test Theory or Psychological Measurement). The second major goal is to teach doctoral students fundamental and advanced principles and essential concepts in planning, selecting, conducting, and interpreting statistical analyses of empirical research studies in clinical psychology. The third major goal is to help students develop basic proficiency in the use of SPSS as a tool for analyzing data sets.

4 credits

Prerequisites: CPSY 624

In-Person

CPSY 626 — Assessment I: Assessing Cognitive Ability

This course identifies the relevant issues/criticisms related to intelligence and intelligence testing. Students will be able to administer, score and interpret the most current edition of the WISC and WAIS, analyze data and organize it in a meaningful way to communicate to the client and prepare complete comprehensive written reports.

3 credits

In-Person

CPSY 627 — Assessment II: Objective Personality + Lab

This course covers the definition, identification and assessment of a variety of personality functions through the use of objective assessment instruments. Prerequisite: CPSY 626 completed with a grade of B- or better.

3 credits

Prerequisites: CPSY 626

In-Person

CPSY 628 — Assessment III: Advanced Topics + Lab

This course identifies the relevant issues/criticisms related to intelligence theories and intelligence testing. Students will be exposed to and achieve competency in the administering, scoring, and interpretation practices of a wide variety of accepted instruments in psychological testing. Students will be able to administer, score and interpret the most current edition of the Wechsler Memory Scale (WMS-IV) and The Wechsler Individual Achievement Test, Fourth Edition (WIAT-4). Use and abuse issues will be discussed along with their level of sensitivity and validity with special populations.

3 credits

Prerequisites: (PSY 626 or CPSY 626), (PSY 627 or CPSY 627)

In-Person

CPSY 629 — Physiological Basis of Behavior

This course introduces the student to the structures and functions of the brain and central nervous system. In addition, the interrelationship between biochemical, physiological and neurological influences on human behavior will be explored.

3 credits

In-Person

CPSY 630 — Cognitive Therapy

The two primary goals of this course are to introduce the student to the history, philosophy and conceptual model of cognitive therapy and to address the practice issues revolving around models of treatment, standards of care and the importance of empirically validated treatment.

3 credits

In-Person

CPSY 630E — LGBT: Cultural Competency Therapy

This course provides an informative and useful introduction to understanding and working more effectively with lesbian, gay, bisexual, and transgender clients. A CBT lens will be applied to understand the developmental and ongoing experiences of LGBT people, how these can affect their psychological functioning, and what issues to be most aware of when treating them. Students will become more aware of some of the stressors that can affect the psychological vulnerability of LGBT persons, and identify ways to speak and relate to these clients to facilitate greater honesty and openness. The course will clarify characteristics of good and bad psychotherapeutic practice in working with these clients.

1, 3 credits

In-Person

CPSY 634 — Pediatric Psychology

This course provides students with an overview of the relationship between children's physical health and their mental health, academic functioning and socio-emotional wellbeing. A systems approach emphasizes strategies to collaborate with the family, school and health care system. Prevention and wellness promotion programming are discussed. Culturally responsive assessment and intervention strategies to address chronic medical conditions are taught. Legal issues, ethical practice and professional development pertaining to children with health-related issues are also emphasized.

1, 3 credits

In-Person

CPSY 638 — Private Practice: How to Build a Viable Practice

This course consists of a comprehensive description of everything practitioners need to know if they plan to start a private clinical practice, including marketing, developing referral sources, advertising, brochure designing, picking the best location, providing office amenities, selecting phone systems and billing software and hiring of staff. The history of mental health managed care will be discussed, and students will gain knowledge of various insurance vehicles. The advantages of insurance-free practice, general versus specialty practice, sole proprietor versus partnerships or corporations, and child-focused services versus adult and geriatric services will be presented. All issues concerning fees, such as setting fees, collections, dealing with no-shows and responding to late cancellations, will be described. Malpractice insurance, risk management, and quality management will be discussed in depth, as will the advantages of being a cognitive-behavioral therapist in the private sector. Ethical issues related to the development of a private practice will also be addressed.

1-3 credits

In-Person

CPSY 639 — Sleep Disorders

The content of this course follows a progression from basic sleep issues, circadian rhythms and sleep function to methods of evaluating sleep disorders. Common sleep disorders and their treatment will be presented along with sleep issues unique to children and the elderly. Sleep disturbances associated with mood, anxiety and other psychological disorders will also be presented.

1-3 credits

In-Person

CPSY 643 — Therapy with Couples

This course focuses on the treatment of dyadic relationships. Various theoretical and technical models of couple-based therapy will be discussed and demonstrated. Prerequisites: CPSY 602, CPSY 603, and CPSY 630.

1-3 credits

Prerequisites: CPSY 602, CPSY 603, CPSY 611, CPSY 613, CPSY 630, CPSY 614

In-Person

CPSY 646 — Child & Adolescent Psychotherapy

This course teaches the theory, principles, research, and core skills of child and adolescent psychotherapy through didactics and real-world applications. Students will be introduced to empirically-supported interventions for common presenting problems, emphasizing an individualized, developmentally-appropriate, culturally-sensitive, strength-based approach to treatment. Possible ethical issues and legal considerations related to conducting psychotherapy with children and adolescents will be examined.

2-3 credits

Prerequisites: (PSY 603 or CPSY 603), (PSY 630 or CPSY 630)

In-Person

CPSY 648 — Neuropsychological Assessment

This course will provide an introduction to the methods of neuropsychological assessment, in the context of professional clinical neuropsychological practice. Cognitive domains will be described with an emphasis on clinical presentations in pediatric and adult populations. The primary focus of the course will be to learn and gain practice with commonly utilized assessment instruments in neuropsychological evaluations.

3 credits

Prerequisites: (PSY 607 or CPSY 607), (PSY 626 or CPSY 626), (PSY 627 or CPSY 627), (PSY 628 or CPSY 628)

In-Person

CPSY 650 — Psychopharmacology

The psychologist working with the physician must be knowledgeable about the main effects, side effects and synergistic effects of both psychopharmacologically specific and other medically prescribed drugs. This course introduces the student to the rationale and choices of drugs used in medical practice. Prerequisite: CPSY 607.

1, 3 credits

Prerequisites: CPSY 607

In-Person

CPSY 651 — Pain Management

The purpose of this course is to provide an overview of the assessment and treatment of acute and chronic pain. Topics include but are not limited to historical foundations, the biopsychosocial model, psychological factors, assessment and treatment strategies including cognitive-behavioral approaches, special populations and future directions. Prerequisites: CPSY 788A, CPSY 788B, CPSY 788C.

1-2 credits

Prerequisites: CPSY 603, CPSY 607, CPSY 630

In-Person

CPSY 652 – Practicum I

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course material includes teaching, modeling and practice with a work sample demonstrating a manually informed, empirically supported approach to treatment, identifying factors in patients' readiness to change, describing how to form a working therapeutic alliance with diverse clients and populations, and applying motivational interviewing techniques in order to maximize treatment participation. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues.

2 credits

Prerequisites: CPSY 102, CPSY 695C

In-Person

CPSY 653 – Practicum II

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/ psychotherapy and other work appropriate to the role of a beginning psychologist.. Additional elective practicum hours are an option. Course material includes teaching, modeling and practice with work samples demonstrating skills for forming a working alliance with clients with a variety of individual and culturally diverse characteristics; describing the components of Persons's model of cognitive case conceptualization and practicing the application of the Persons's model to cases seen on practicum, practicing selected cognitive therapy techniques, and critically evaluating a faculty STEPPS video in terms of case formulation, intervention strategies, and social context factors including issues of power and privilege. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues. Prerequisite: CPSY 652.

1.5-2 credits

Prerequisites: CPSY 698A, CPSY 698B

In-Person

CPSY 654 – Practicum III

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course sequence builds upon skills learned in Practicum I and II, and includes describing and practicing the application of case formulation models to treatment planning and practice applying and selecting cognitive and behavioral techniques and providing a strategic rationale for using each technique, and using the Psychotherapy Skills Inventory in evaluating psychotherapy sessions as a form of self- evaluation and peer consultation of psychotherapy skill. Prerequisites: CPSY 652 and CPSY 653.

1.5-2 credits

In-Person

CPSY 655 – Practicum IV

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I, II and III, and includes describing principles of collaborative assessment and integrative psychological test report writing, strategies for integrating psychological test data that tap different dimensions of cognitive processing, affective functioning, and personality functioning into a coherent description of the whole person, and proving jargon-free strategies for providing feedback of standard psychological test and assessment results to diverse individuals and groups that accounts for health literacy and enhances treatment adherence. Students view a video of a faculty providing assessment feedback and provide critical feedback. Students are expected to serve as peer consultants during weekly case discussions with a focus upon individual differences. Prerequisites: CPSY 652, CPSY 653 and CPSY 654.

1.5-2 credits

In-Person

CPSY 657 – Group Therapy

Group psychotherapy will examine the unique strengths and "curative" factors associated with this modality. Boundaries, group composition and other critical aspects of group dynamics will be examined. Various group models including cognitive-behavioral, problem solving and other behavioral approaches, interpersonal and developmental models will be reviewed. Prerequisites: CPSY 603 and CPSY 630.

1-3 credits

Prerequisites: (PSY 603 or CPSY 603), (PSY 630 or CPSY 630)

In-Person, Lecture

CPSY 660 – Practicum Elective

This practicum is designed for doctoral students interested in obtaining additional practicum experience and includes a seminar at PCOM and 8 hours/week at a practicum site doing evaluation, psychological assessment, psychotherapy and other work appropriate to the role of a psychologist. Each credit represents 84 hours of work.

.5-2 credits

In-Person

CPSY 661 – Administration, Consultation and Supervision: Behavioral Health Care

This course is designed to provide students with the skills for conducting clinical supervision, mental health consultation, and the management of mental health services associated with a variety of administrative and clinical supervisory positions. Prerequisites: CPSY 652 and CPSY 653.

3 credits

Prerequisites: CPSY 652, CPSY 653

In-Person

CPSY 662 — Behavior Therapy

This course is designed to introduce students to the philosophy and practice of behavior therapy. A major goal of this course is to help students effectively utilize basic behavioral techniques. Emphasis will be placed on understanding how learning principles inform the application of these techniques and the importance of implementing these techniques within the context of a carefully considered behavioral case conceptualization. Students will gain experience in a functional behavioral assessment and numerous behavioral intervention strategies (e.g., contingency management, relaxation training, systematic desensitization, exposure, response prevention). Prerequisite: CPSY 601 with a grade of B- or better.

3 credits

In-Person

CPSY 664 — Psychology of Eating and Weight Disorders

This course provides an overview of current theory, research and practice regarding the treatment of anorexia nervosa, bulimia nervosa and other variants of disordered eating, as well as obesity. Clinicians will learn evaluation and treatment planning procedures, with attention to developing the therapeutic relationship and to professional collaboration. Prerequisites: CPSY 603, CPSY 607, and CPSY 630.

1, 2 credits

Prerequisites: (PSY 603 or CPSY 603), (PSY 607 or CPSY 607), (PSY 630 or CPSY 630)

In-Person

CPSY 666 — Evidence-Based Treatment of OCD, PTSD, and Anxiety

Students will learn fundamental concepts and skills related to assessment and treatment of anxiety-related disorders, including OCD, PTSD, social anxiety disorder, specific phobias, panic disorder, and generalized anxiety disorder. CBT-informed assessments of these disorders will be a focus of this course. Manualized cognitive and behavioral treatments, with an emphasis on exposure-based therapies, will be covered. Prerequisites: CPSY 630 and CPSY 662.

1, 2 credits

In-Person

CPSY 667 — Internship

PsyD students must register for each academic term in which the internship is served.

0-1.5 credits

Prerequisites: CPSY 681, CPSY 698A, CPSY 698B, CPSY 698C

In-Person

CPSY 670 — Problem Solving Therapy for Medical Patients

This course is designed to provide an in-depth survey of problem-solving therapy and its applications. The course focuses on training students to conduct this empirically supported, manually driven approach, and also teaches students to adopt a problem solving approach to clinical decision-making. Emphasis is on problem-solving therapy for persons with medical conditions such as cancer, irritable bowel syndrome and multiple sclerosis; discussion and examples of problem-solving therapy's application to treatment of anxiety and depression are also highlighted. Prerequisites: CPSY 603, CPSY 630 and CPSY 662.

1, 3 credits

In-Person

CPSY 672E — Practicum Assessment Elective

In this course, students will receive advanced and additional practice in conducting integrative assessments and report writing. Students will administer various assessments and/or be given completed data to write integrative reports. The work will be supervised by faculty.

1 credits

In-Person

CPSY 674 — Research III: Dissertation Development Seminar

This course teaches students the step-by-step processes involved in the dissertation research project from beginning to end. Students develop a research question and hypotheses, secure a dissertation committee, compile an extensive bibliography, and develop a detailed literature review related to their doctoral dissertation research project. Prerequisites: CPSY 624 and CPSY 625 completed with a grade of B- or better; successful completion of CPSY 681: Essay Comprehensive Exam.

2 credits

In-Person

CPSY 674A — Research IV: Method Development and Strategic Planning

During this course, students continue to develop their dissertation research project. Methodology, including issues such as selection of an appropriate design, assessment measures, and subject recruitment are covered. Students select the proper data analytic models, refine their literature review, consider limitations and future directions for research, and finalize their dissertation proposals. Students conduct an oral presentation of their research project in preparation for their dissertation proposal defense. Prerequisites: CPSY 674 completed with a grade of Pass.

2 credits

Prerequisites: CPSY 674

In-Person

CPSY 674B — Research V: Manuscript Development and Defense Planning

During this course, students select the proper data analytic models, complete their dissertation proposals, secure all three members of their dissertation committee, and schedule. Finally, they conduct a practice run of the defense of their dissertation proposals which includes an oral presentation of their research project in a PowerPoint presentation.

1.5-3 credits

Prerequisites: CPSY 674A

In-Person

CPSY 675 — Dissertation Advisement

After students have completed Research V, they continue to work on the completion of their doctoral thesis and meet with dissertation committee members and work on their own to complete all the steps through final approval. Students register for this course each and every term in which they are enrolled until they have successfully defended their final dissertation thesis. Prerequisites: CPSY 674, CPSY 674A and CPSY 674B.

1 credits

In-Person

CPSY 675E — Acceptance Commitment Therapy

This course introduces the student to ACT and related mindfulness-based practices and its application to clinical psychology. This course is designed as a graduate-level introduction to the knowledge and skills associated with ACT, including conceptualizing cases from an ACT perspective, applying the six core processes to cases, and developing an understanding regarding ACT interventions. This hands-on course involves practicing skills, such as mindfulness exercises and the use of metaphor, as a major component of learning ACT. In addition to these skills, this course emphasizes an advanced understanding of the current research on ACT and its impact on a clinician's decision to utilize ACT when working with specific individuals or groups. Prerequisites: CPSY 630 and CPSY 662.

1-3 credits

In-Person

CPSY 678 — Assessment and Treat of Addictive Behavior

This course provides an overview of the epidemiology, etiology, and assessment and treatment of addictive behaviors, including substance abuse, gambling and excessive sexual behavior. The focus is on research-based understanding of addictive behaviors and on current theoretical and technical knowledge and controversy in the field. Prerequisites: CPSY 630 and CPSY 662.

1-3 credits

In-Person

CPSY 679E — Assess and Treat Anx Disorders

TBA

1-2 credits

Lecture

CPSY 681 — Essay Comprehensive Exam

Students register for this portion of the comprehensive exam during the first term in which the exam is offered upon students' eligibility.

0 credits

CPSY 682 — Objective Comprehensive Exam

Students register for this portion of the comprehensive exam during the first term in which the exam is offered upon students' eligibility.

0-1 credits

In-Person

CPSY 682E — Complex Trauma

This course is an introduction to the assessment and treatment of complex traumatic stress and dissociative disorders in adults. The etiology of chronic trauma, major features of complex traumatic stress and dissociative disorders, its clinical picture, tools of assessment, and core components of effective treatment will be reviewed. The emphasis throughout the course will be on a strengths-based perspective, incorporated within the tri-phasic model of treatment. The focus will be on cognitive-behavioral strategies, while highlighting the critical importance of the therapeutic relationship. Additionally, the risks of chronic exposure to traumatic material, vicarious traumatization, and ways to mitigate it will be discussed.

2 credits

In-Person

CPSY 687E — Cognitive Habilitation and Rehabilitation

3 credits

In-Person

CPSY 688A — Integrative Health Care I

This course expands upon principles learned in earlier foundation courses through case based learning. Students approach clinical case discussions in mixed-discipline student groups from a variety of disciplines such as Osteopathic Medicine, Mental Health Counseling, Nursing, Pharmacy, or other healthcare professionals. The purpose of the course is to further develop an appreciation and understanding for collaborative and integrative health care. Prerequisite: CPSY 603.

1 credits

In-Person

CPSY 688B — Integrative Health Care II

This course expands upon principles learned in earlier foundation courses through case based learning. Students approach clinical case discussions in mixed-discipline student groups including Physician Assistant Studies, Doctor of Osteopathic Medicine, School Psychology, Mental Health Counseling, and Organizational Developmental Leadership Program students that will be facilitated by a clinical psychologist, physician assistants, and physicians, among other guest professionals. The purpose of the course is to further develop an appreciation and understanding for collaborative and integrative health care. Prerequisite: CPSY 603.

1 credits

In-Person

CPSY 688C — Integrative Health Care III

This course expands upon principles learned in earlier foundation courses through case based learning. Students approach clinical case discussions in mixed-discipline student groups including Physician Assistant Studies, Doctor of Osteopathic Medicine, School Psychology, Mental Health Counseling, and Organizational Developmental Leadership Program students that will be facilitated by a clinical psychologist, physician assistants, and physicians, among other guest professionals. The purpose of the course is to further develop an appreciation and understanding for collaborative and integrative health care. Prerequisite: CPSY 603.

1 credits

In-Person

CPSY 695A — Professional Development Seminar I

Two terms of a 1.5 credit Professional Development Seminar are designed to expose students to focused topics relating to competencies of clinical psychologists that will prepare them to function in a multitude of practice settings. Topics may include leadership, individual differences as pertaining to current concerns in psychology, interprofessional collaboration and integrated health care, leading health and psychosocial problems, advocacy, trends in evidence-based practice, business practices in psychology, self-care, and others.

1.5 credits

In-Person

CPSY 695B — Professional Development Seminar II

Two terms of a 1.5 credit Professional Development Seminar are designed to expose students to focused topics relating to competencies of clinical psychologists that will prepare them to function in a multitude of practice settings. Topics may include leadership, diversity and individual differences as pertaining to current concerns in psychology, interprofessional collaboration and integrated health care, leading health and psychosocial problems, advocacy, trends in evidence-based practice, business practices in psychology, self-care, and others.

1.5 credits

In-Person

CPSY 695C — Professional Development Seminar III

Each term of a 1 credit Professional Development Seminar is designed to expose students to focused topics relating to competencies of clinical psychologists that will prepare them to function in a multitude of practice settings. Topics may include leadership, diversity and individual differences as pertaining to current concerns in psychology, interprofessional collaboration and integrated health care, leading health and psychosocial problems, advocacy, trends in evidence-based practice, business practices in psychology, self-care, and others

1 credits

In-Person

CPSY 696E — Traumatic Degenerative Brain Disorder

This course offers a survey of clinical research as it relates to behavioral recovery following damage in the central nervous system. Recent theories and literature are stressed. Case studies and direct application to clinical work will be emphasized.

3 credits

In-Person

CPSY 698A — STEPPS Comprehensive Exam A

0 credits

CPSY 698B — STEPPS Comprehensive Exam B

0 credits

Prerequisites: CPSY 698A

CPSY 698C — STEPPS Comprehensive Exam C

0 credits

Prerequisites: CPSY 698A, CPSY 698B

CPSY 703 — Clinical Research Practicum

The Clinical Research Practicum is designed to instruct students in the process of research development, data collection, data management and analysis, and data reporting of applied clinical research designed and led by core faculty. Students will often have opportunity and responsibility for direct client/patient contact, learning about empirically supported treatments or development of empirical testing of treatments, grant submission, and administering and scoring clinical measures that can be used for research and practice. Student participation and advisement/instruction may be individual or in groups.

1-3.5 credits

In-Person

CPSY 706E — Mindfulness

This course is designed to prepare and inform clinical work using mindfulness as an intervention. Students will learn the historical context, and receive guidance for their own personal practice as a foundation for building competency in this area. While this elective course may not qualify participants as experts in the field at its conclusion, it will provide individuals the ability to select and apply mindfulness interventions effectively in a clinical setting with a broad variety of clients/patients.

1 credits

In-Person

CPSY 707E — Working with Military Veterans

Working with military veterans is a specialized area of psychological practice which depends on knowledge of the structure and culture of the military, the characteristics of those who serve, and the impact of the experience of service. This course provides an introduction to the extensive research literature regarding the experiences of those who have served, as well as their families, the psychological consequences of service, and the evidence base for treatment approaches which will be valuable for any psychologist who provides services to veterans or members of their families.

2 credits

In-Person

CPSY 710 — Practicum V

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I, II, III, and IV, and includes practice with applying selected standard behavioral and cognitive techniques designed to defuse resistance and improve motivation for change, and the rationale for using each technique; discussing the theoretical bases for understanding therapeutic resistance, and a variety of perspectives and methods for improving treatment participation and successful outcomes; and describing the Nezu and Nezu Problem Solving Model for formulating case conceptualizations and applying it to cases seen on practicum. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues. Prerequisites: CPSY 652, CPSY 653, CPSY 654, and CPSY 655.

1.5-2 credits

In-Person

CPSY 711 — Practicum VI

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course materials build upon Practicum I through V, and includes being able to describe and apply Beck's cognitive case conceptualization model to cases seen on practicum; describing the salient features of Recovery-oriented clinical supervision; and practice applying a cognitive behavioral model of supervision with a junior colleague or trainee by making effective use of agenda-setting, formative feedback, and case conceptualization, while encouraging self-reflection and discovery. Crisis management will also be addressed, and an interprofessional educational experience simulation will enrich the learning. Students are expected to serve as peer consultants during weekly case discussions with a focus upon individual differences and ideographic applications of nomothetic information. Prerequisites: CPSY 652, CPSY 653, CPSY 654, CPSY 655, and CPSY 710.

1.5-2 credits

CPSY 712 — Practicum VII

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option. Course material builds upon skills learned in Practicum I through VI and includes describing the roles and methods of consultation and education in seeking resolution of problems within the medical, psychological and social contexts, describing a cognitive-behavioral model of patient-centered case consultation, and relevant concepts and theories of consultation and education based upon the scientific literature, including foundational knowledge of systemic conceptualizations while taking into account taking into contextual and diversity variables; engaging in a collaborative consultative relationship with others within psychology and other disciplines; and conducting an inservice on a clinical topic of interest to staff at the practicum site, including a PowerPoint of an in-service training session led by the student, with evaluations from participants. Students are expected to serve as peer consultants during weekly case discussions with a focus on individual differences and ideographic application of nomothetic information. Prerequisites: CPSY 652, CPSY 653, CPSY 654, CPSY 655, CPSY 710, and CPSY 711.

2 credits

In-Person

CPSY 713 — Practicum VIII

Minimum of 18 hours per week at practicum site (20 to 24 hours per week is recommended) and a biweekly seminar at PCOM performing the basics of evaluation, psychological assessment, psychotherapy, consultation, evidence-based intervention/psychotherapy and other work appropriate to the role of a beginning psychologist. Additional elective practicum hours are an option and includes explaining the legal and ethical considerations in handling special situations (e.g., homicidality, suicidality, abuse, neglect, ethical challenges), and the need for supervision in handling them; analyzing and discussing one's responses to therapeutic interventions or ethical dilemmas in a variety of settings, with supervision; developing a plan addressing the need for self-care in professional practice, and a commitment to maintaining a regular program of self-care as part of life-long learning; developing a personal self-care plan with components that involve regular practice and anticipate and plan for how to overcome potential barriers to regular practice; and discussing the development of a commitment to understanding and incorporating Individual and Cultural Diversity into personal ethical values and into ethical principles in all professional activities. Students are expected to serve as peer consultants during weekly case discussions with a focus upon diversity issues. Prerequisites: CPSY 652, CPSY 653, CPSY 654, CPSY 655, CPSY 710, CPSY 711, and CPSY 712.

1.5 credits

In-Person

CPSY 730E — Special Topics in Psychology

This course will explore a broad range of topics related to psychology that are often missing from both foundational and content-specific courses. A response to the narrowness that accompanies hyper-specialization, which can thwart scientific progress, while celebrating multiple, diverse lines of psychological inquiry, this course is for those curious about all things psychology. Some topics include: The Sociopolitical History of the DSM and Consequences for Practitioners, An Evolutionary Perspective on Suicide and Implications on Predictability, The Hidden Culture and Science of Bisexuality, and The Psychology of Secrets, among other topics. Special Topics in Psychology is designed to expose students to underappreciated pockets of the scientific literature as well as the contexts from which they emerge. Cultural and ethnic diversity issues will be discussed as they pertain to these topics.

2 credits

In-Person

CPSY 731 — Leadership and Ethics Across Continuous Care

This course is designed to engage the student in the investigation of the principles of ethics and their implementation is addressing decision-making and management of challenging issues.

1 credits

In-Person

CPSY 788A — Integrative Behavioral Health Seminar I

The Integrative Behavioral Health Seminar is a clinical seminar focused on increasing knowledge, skills, and attitudes related to clinical psychologists taking an interprofessional approach to patient care. This course reinforces the IPEC principles introduced in Behavioral Medicine and reinforced in Integrative Behavioral Healthcare. The emphasis in this higher-level course is on the integration of scientific knowledge from core courses (i.e., physiological bases of behavior, cognitive, social, or developmental psychology) as they contribute to the development and maintenance of common clinical problems, such as suicidal ideation/behavior, sleep disorders, substance use/misuse, maladaptive eating behaviors, pain, and trauma. Social determinants of health and health literacy are key social components to the assessment and treatment of these conditions. Given the prevalence of the clinical symptoms presenting in primary care and other medical settings, interprofessional educational case discussions, simulations, and role-plays will be incorporated.

1.5 credits

In-Person

CPSY 788B — Integrative Behavioral Health Seminar II

The Integrative Behavioral Health Seminar is a clinical seminar focused on increasing knowledge, skills, and attitudes related to clinical psychologists taking an interprofessional approach to patient care. This course reinforces the IPEC principles introduced in Behavioral Medicine and reinforced in Integrative Behavioral Healthcare. The emphasis in this higher-level course is on the integration of scientific knowledge from core courses (i.e., physiological bases of behavior, cognitive, social, or developmental psychology) as they contribute to the development and maintenance of common clinical problems, such as suicidal ideation/behavior, sleep disorders, substance use/misuse, maladaptive eating behaviors, pain, and trauma. Social determinants of health and health literacy are key social components to the assessment and treatment of these conditions. Given the prevalence of the clinical symptoms presenting in primary care and other medical settings, interprofessional educational case discussions, simulations, and role-plays will be incorporated.

1.5 credits

In-Person

CPSY 795 — Dissertation Editing

1 credits

In-Person

CPSY 799 — Independent Study

.5-3 credits

CPSY 861 — Clinical Foundation of Neuropsychology

This course introduces the current state of the field and well-recognized and commonly used approaches in the clinical understanding of the human brain in behavior relationships.

3 credits

In-Person

CPSY 862 — Advanced Ethics, Healthcare Policy and Multidisciplinary Settings

This course focuses on the application of the APA Code of Ethics, the Pennsylvania Licensing Law for Psychologists and the Specialty Guidelines for the Delivery of Services to delivery in multidisciplinary health care settings and in care of medical patients. The difference between legal and ethical issues and a variety of professional issues will be addressed. Emphasis will be placed on ethical decision making often encountered in working with clinical health and neuropsychology/rehabilitation populations.

3 credits

In-Person

CPSY 863 — Behavior and Healthcare Psychological Assessment

This advanced course familiarizes students with diagnostic techniques and clinical assessment tools and skills necessary for practice in various medical, surgical, and multidisciplinary health care settings. Measures used for clinical practice and research investigations will be covered. Students will be guided to adopt appropriate clinical decision-making skills for selection of assessment approaches, and will gain practice in the use of appropriate instruments in these settings. Students are required to have had clinical psychology assessment courses prior to enrolling in this course.

3 credits

In-Person

CPSY 866 — Reproductive Health Psychology

This course will focus on the psychological aspects of reproductive events such as pregnancy, postpartum, infertility, NICU admission, pregnancy loss, etc. It will include discussion of the psychological and psychosocial factors related to these issues, including diagnostic considerations and psychological interventions.

1-2 credits

Prerequisites: CPSY 627

In-Person