

COURSE LIST

(PSYD & MFT PROGRAMS)

For a current list of available courses, please see our website: www.forest.edu.

Ethics, Professional, and Legal Issues in Psychology	PSY 501, 3 cr
Biopsychology	PSY 504, 3 cr
Clinical Psychopharmacology	PSY 5051, 3 cr
Statistics	PSY 509, 3 cr
Research Design	PSY 510, 3 cr
Social Psychology	PSY 513, 3 cr
History and Systems of Psychology	PSY 515, 3 cr
Cognitive-Affective Bases of Behavior	PSY 516, 3 cr
Psychopathology I	PSY 519, 3 cr
Psychopathology II	PSY 520, 3 cr
Cognitive Assessment with Lab	PSY 521, 4 cr
Objective Assessment	PSY 522, 3 cr
Projective Assessment	PSY 5231, 3 cr
Special Issues in Projective Assessment	PSY 524, 842 3cr
Human Diversity	PSY 525, 3 cr
Diversity Issues in Practicum and Internship (DIPI) Seminar	PSY 5251, 5252, 5253, 1 cr
Group Intervention with Lab	PSY 532, 3 cr
Family Intervention	MFT 533, 3 cr
Research Seminar in MFT	MFT 5341, 1 cr
Theories of Personality and Intervention	PSY 535, 3 cr
Advanced Assessment	PSY 540, 3 cr
Clinical Colloquium in Evidence Based Practice	PSY 542, 1 cr
Relationship and Interview	PSY 5512, 3 cr
Report Writing	PSY 553, 3 cr
Theory and Intervention: Psychodynamic Psychotherapy	PSY 554, 3 cr
Theory and Intervention: Cognitive and Behavioral Therapy I	PSY 555, 3 cr
Theory and Intervention: Cognitive and Behavioral Therapy II	PSY 5552, 3 cr
Theory and Intervention: Postmodern Approaches to Therapy	PSY 557, 3 cr
Supervision and Management	PSY 568, 3 cr
Theory and Intervention: Interpersonal Psychotherapy	PSY 593, 3 cr
Child Assessment	PSY 600, 3 cr
Child and Adolescent Special Issues (Various Courses Available)	PSY , 1 cr
Advanced Child and Adolescent Therapy	PSY 603, 3 cr
Child and Adolescent Group Therapy	PSY 605, 3 cr
Ethics, Professional, & Legal Issues in MFT	MFT 609, 3cr
Specific Interventions in Couple Therapy	MFT 610, 3 cr

Advanced Family Therapy	MFT 611, 3cr
Adult Development	MFT 628, 3cr
Addictions Treatment	PSY 632, 3 cr
Neuropsychological Assessment	PSY 6423, 3 cr
Health Psychology	PSY 661, 3 cr
Human Sexuality	PSY 662, 3 cr
Rehabilitation/Neuropsychology Consultation	PSY 666, 3 cr
Crime & Personality	PSY 682, 3 cr
Forensic Case Law & Assessment	PSY 687, 3 cr
Advanced Forensic Case Law & Report Writing	PSY 688, 3 cr
Mental Health and Corrections	PSY 689, 3 cr
Clinical Risk Management	PSY 7000, 1 cr
Violence Risk Assessment	PSY 7004
Pediatric Neuropsychology	PSY 8471, 3 cr
Neurological & Neuropsychological Rehabilitation	PSY 832, 3 cr
Functional Neuroanatomy and Neuropathology	PSY 836, 3 cr
Advanced Neuropsychological Case Analysis	PSY 853, 3 cr
Family Assessment	MFT 856,3 cr
Specific Interventions in Family Therapy	MFT 862,3 cr
Consultation and Education	PSY 891, 3 cr
Medical Psychology	PSY 902, 3 cr
Psychometrics	PSY 910, 3 cr
Career Assessment	PSY 924, 3 cr
Lifespan Development	PSY 940, 3 cr
Healthcare Delivery and Administration	PSY 960, 3 cr
Qualitative Research	PSY 9061, 1 cr
Business Basics	PSY 9611, 1 cr
Medical Terminology	PSY 9621, 1 cr
Primary Care Psychology Solutions	PSY 9631, 3 cr

COURSE DESCRIPTIONS

PSYD, EN ROUTE MAEL & MAMFT PROGRAMS

Addictions Treatment (PSY 632, 3 cr)

This course reviews key concepts utilized in substance abuse treatment from both a historical and current perspective, including theoretical models of understanding and treating chemical and behavioral addictions. Various screening and assessment tools and interviewing skills are reviewed to help the student assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used in the field of addictions are closely examined. Additional topics will include: the concept of Co-Occurring Disorders and the interface between substances and psychopathology, the intricacies of Alcoholics Anonymous, understanding the Addiction Cycle, adolescent treatment, family therapy and interventions, codependency, adult children of alcoholics, aversion therapies, controlled drinking, relapse prevention and addictions as they relate to issues of diversity.

Adult Development (MFT 628, 3 cr)

This course examines the multi-dimensional aspects of adult life from young adulthood through the elderly years within the context of family and social systems. An integral part of the course involves an overview of concepts, theories and research relevant to adult human development with an emphasis on development over the life span in the context of family interaction and its impact on therapy. It focuses on concepts and issues important in physical, cognitive and social factors in adulthood, effective parenting and personal growth through adulthood. Special topics include: risk and resilience after divorce; single-parent households; remarriage and step-parenting; lesbian and gay families; adoptive families; race, class and poverty; immigrant family-processes; challenges in illness and disability; spiritual dimensions and social constructions of individual and family health.

Advanced Family Therapy (MFT 611, 3 cr)

This course is designed to advance the student's knowledge base in the discipline of systemic family therapy. The purpose of this course is to satisfy the instructional requirements for Area 1 in the MFT program by teaching relevant theory, history and contemporary direction in marriage and family therapy. Students in this course are taught to conceptualize and distinguish between various theories that underlie marriage and therapy practice. Relating these theories of marriage and family therapy to clinical practice is an essential objective of this course.

Advanced Forensic Case Law & Report Writing (PSY 688, 3 cr)

This course presents advanced case analysis techniques. Students cover the multiple data sources model of forensic psychological assessment and apply this knowledge to clinical/diagnostic formulation, competency to stand trial and legal sanity. Emphasis is placed on writing logical, coherent and non-conclusionary reports. Considerable emphasis is also placed on theory and methods of detecting symptoms of exaggeration and feigning in the areas of cognition, amnesia and psychosis. This course is designed for the advanced-level student.

Advanced Neuropsychological Case Analysis (PSY 853, 3 cr)

This course presents advanced case analysis techniques. Students integrate and apply their understanding of neuroanatomy, pathology and neuropsychological tests to develop clinical/diagnostic formulation and reports. Emphasis is placed on analyzing and interpreting neuropsychological test data in a systematic manner, providing logical and reasonable differential diagnostic conclusions and writing the results section of neuropsychological reports. We will also address theory and methods of detecting symptom exaggeration and feigning of neurocognitive dysfunction. This course is designed for the advanced-level student with prior coursework in neuropsychology.

Biopsychology (PSY 504, 3 cr)

The focus of this course is to examine the structure and function of the nervous system and brain behavior. Topics covered include neuronal communications, neurotransmitters, sensory and motor functions, arousal and sleep, and behavioral and neurological disorders. The interaction between physical and psychological functioning as it relates to sensation and perception will also be addressed. A review of current research is included in the course material.

Business Basics (PSY 9611, 1 cr)

This course provides an introductory overview of business aspects of service provision and will explore areas that will impact the psychology student's professional career and practice. Content may include the psychologist's place in the business climate of today, Postdoctoral residencies and employment, licensure, professional liability insurance, HIPAA, billing issues and managed care, multidisciplinary practice setting, the business cycle, reading financial statements, creating a successful business plan, marketing psychological services, and forms of business organization.

Career Assessment (PSY 924, 3 cr)

The purpose of this course is to survey career assessment development and related methods relevant to clinicians, counselors and consultants, including career choices, systematic analysis of career needs, aptitudes, attitudes and the development of careers and career goals over the lifespan of the individual. The course material also addresses the overall occupational/professional opportunities and challenges in modern society, and the historical origins of career counseling are also explored. Students will be required to administer and score appropriate career counseling assessment instruments.

Child & Adolescent Group Therapy (PSY605, 3 cr)

This course seeks to provide a comprehensive guide to therapy with children and adolescents in a group format. It encompasses both theoretical issues and practical applications. Emphasis is placed on the developmental, cultural and family parameters that must be considered in order to conduct effective therapy with children or adolescents. The focus is on the application of theories and methods for designing, implementing and evaluating group treatment plans, and the application of ethical standards and legal requirements.

Child Assessment (PSY 600, 3 cr)

The focus of this course is on the process and administration of child assessment, including social-behavioral, cognitive, achievement, personality and family dynamics. Students will also learn tests recommended for specific diagnoses and to write an integrated evaluation report.

Clinical Colloquium in Evidence Based Practice (PSY 542, 1 cr)

The emphasis of this course is exposing novice trainees to the principles of Evidence Based Practice in preparation for beginning practicum. Through the presentation of real clinical case material, students will learn the skills to develop answerable clinical questions. These clinical questions will become “educational prescriptions” to be filled between class sessions. These activities will develop skills in quickly and accurately appraising the available evidence in the literature. Students will apply a hierarchy of research evidence and see first-hand the strengths and limitations of the evidence base in clinical psychology.

Clinical Psychopharmacology (PSY 5051, 3 cr)

Pre-requisite course: PSY 504 Biopsychology

This course examines psychoactive medications and their use in the treatment of mental and behavioral symptoms and disorders. The course also examines psychoactive substances such as alcohol, nicotine and illicit drugs that have high potential for abuse and dependence. The effects (including side effects) of these drugs on behavior, cognition and emotions are addressed. Effects of age, sex, ethnicity and/or genetic characteristics on the efficacy and safety of medications are addressed. The class also highlights the historical psychopharmacological perspective, basic pharmacology underlying the use of medication, and recent research in the field.

Clinical Risk Management (PSY 7000, 1 cr)

This course focuses on suicide detection and crisis intervention and the important assessment procedures considered in risk management. The main objective will be to increase and develop the student’s ability to respond to clients in crisis. The course will also develop the student’s abilities in risk assessment, specifically, focusing on interpersonal behaviors, reactions and intervention strategies. Specific suicide intervention and assessment criteria will be reviewed, including etiology, phenomenology and risk factors.

Cognitive-Affective Bases of Behavior (PSY 516, 3 cr)

Pre-requisite Course: PSY 504 Biopsychology

This course will explore the role of cognition and emotion in relation to human functioning. Cognitive and emotional processes will be examined, with particular emphasis on the nature and importance of reciprocal interactions between these two domains such as occurs during emotion regulation. The neurobiological correlates of cognitive and emotional processes, as measured by current neuroimaging and electrophysiological methods, will be surveyed. The significance of cognition and emotion for normal human functioning, psychopathology and health will be discussed. Current theories and research methods will be addressed.

Cognitive Assessment with Lab (PSY 521, 4 cr)

This course explores theories of intelligence and the assessment of intellectual functioning. The focus of the course is on the administration and interpretation of the Wechsler Intelligence Tests, including the WAIS, WISC and WASI. The topics to be covered include historical perspectives of intelligence; psychometric theory and procedures; standardized tests; statistical and technical considerations (e.g., standard deviation, confidence intervals, significance levels, reliability and validity); and ethical standards of assessment practices. The student is expected to learn how factors such as organicity, personality traits, anxiety, psychosis, cultural and diversity factors, social factors and occupational expertise effect cognitive functioning as measured on standardized tests. This course additionally has a mandatory lab that coincides with the course material being presented, in which students practice actual administration and scoring of intelligence testing instruments.

Consultation and Education (PSY 891, 3 cr)

The purpose of this course is the acquisition of knowledge, skills and attitudes related to the delivery of consultation and educational activities. The theoretical and empirical knowledge base for consultation processes are studied, including behavioral theory, mental health, organizational development and their related consultation approaches. Students are expected to learn to research the referral question, formulate a needs assessment and demonstrate relationship skills appropriate to the type of consultation interventions being delivered.

Crime & Personality (PSY 682, 3 cr)

The purpose of this course is to provide an analysis of behavior that violates social norms and establish an understanding of the relevant clinical implication of working with various deviant groups. Various views used to study deviance, including behavioral, psychodynamic, biological and social perspectives of violence, will be examined. Additionally, there is a focus on deviant identities, including children who kill, serial murderers, mass murderers, women who kill, sexual deviance and family violence.

*Diversity Issues in Practicum and Internship (DIPI) Seminar
(PSY 5251, 5252, 5253, 1 cr)*

Throughout practicum, each student is required to enroll in three separate one (1) credit seminars for a total of three (3) credits in DIPI. Students may choose which seminars to enroll in from a variety of diversity topics. Each semester, students will be able to select from multiple topic offerings, with projected topics for the coming year available to students at the onset of the year to plan their IEPs accordingly. Each 1-credit course will be 12 hours of concentrated focus providing a specialized depth of understanding of the topic and will be instructed by a faculty member (core or adjunct) with specialization in that specific diversity topic area.

Doctoral Project Credits (PSY 9761-9765, 1 cr each)

Doctoral Project Credit I is concerned with the initial components of the investigation including (a) Introduction and (b) Review of the Literature in the context of the study problem.

Doctoral Project Credit II is concerned with (a) Research Design and Methodology and (b) the formal Doctoral Project proposal with the committee. In addition to the evaluation of the written document, the formal proposal meeting requires the student to engage in a defense of the proposal, appropriately articulating the type of Doctoral Project, design, analyses, and anticipated findings. Beginning with **Doctoral Project Credit III**, the student and committee will file a detailed outline with the Dean for anticipated completion of the project.

Doctoral Project Credit III and subsequent credit hours are concerned with (1) Data Collection, (2) Data Analyses, (3) Study Results, (4) Discussion, and (5) Defense. The Chair evaluates the quality of the methodology, data analysis written and graphical communication, and completeness of the analysis in light of the research question. In addition, the Chair evaluates the quality of the conclusions drawn from the evidence, articulated limitations of the conclusions, feasibility and logical character of the implications, and the implications for practice.

The successful outcome of any Doctoral Project credit hour must meet the requirements as specified in the Doctoral Project Checklist as well as the Goals and Grades established and agreed upon by the student and the chair commensurate within a semester of study. Once begun, PsyD students maintain continuous enrollment in Doctoral Project credit hours until they have completed and successfully defended their Doctoral Project, including while enrolled in a pre-Doctoral internship. Enrollment in a Doctoral Project credit hour is sufficient for maintaining a continuously enrolled status; however, enrollment in a Doctoral Project hour prior to internship may be considered full-time status only during the three consecutive semesters (fall, spring, summer) that mark the initial academic year of eligibility in which a student applies for pre-doctoral internship.

In all instances, students who fail to submit their final Doctoral Project to the Registrar by the last day of the semester in which they are enrolled for a credit hour will be required to enroll in an additional Doctoral Project credit hour in the subsequent semester. Deadlines for submission

are established annual and published in the Academic Calendar available in this Catalog and online at www.forest.edu

Ethics, Professional & Legal Issues in Psychology (PSY 501, 3 cr)

This course presents an overview of ethical and legal issues associated with the professional practice of psychology. Major ethical, professional and legal issues, as well as their history, will be examined with emphasis on the application of professional standards and guidelines relevant to various practice settings. The American Psychological Association's Ethics Code and other relevant guidelines are reviewed, with an emphasis on their application to ethical decision-making in specific professional practice environments and situations. The interface between ethical and legal requirements is explored, and managed care and other contemporary issues impacting clinical practice are considered. Specific legal issues that are addressed include conditions of malpractice, psychotherapist-patient privilege and child abuse reporting. Additionally, contemporary professional issues are introduced and examined.

Ethics, Professional & Legal Issues in MFT (MFT 609, 3 cr)

This course focuses on the current ethical standards of the American Association for Marriage and Family Therapy (AAMFT), as well as legal and professional issues arising out of the nature of systems work. As such, it meets the standards of the AAMFT for coursework pertaining to legal, ethical and professional issues related to the profession of marriage and family therapy. This course will also address some practical practice issues in marriage and family therapy, such as developing a private practice.

Family Assessment (MFT 856, 3 cr)

This course is designed to teach marriage and family therapy assessment using both formal and informal methods of family and couple assessment. In addition to formal assessments using standardized assessment programs and plans, students are expected to learn to conduct informal assessments (e.g., Bowen's genogram, Minuchin's structural family mapping) that guide clinical interventions during therapy. The relationship between assessment and direct clinical intervention is a primary focus of this course, as well as the use of the interdisciplinary team, collaboration and forming partnerships with other health professionals.

Family Intervention (MFT 533, 3 cr)

The purpose of this course is to explore the historical perspective, theory and practice of marriage and family therapy from a variety of models. Various marital and family therapy paradigms, family development, family assessment methods and systems theories are studied. Underlying assumptions, interventions, symptom development and the operation of relationship skills within marital and family systems are also explored.

Forensic Case Law & Assessment (PSY 687, 3 cr)

This course addresses issues relevant to performing psychological evaluations for the courts. Such issues include the general legal system, role of psychologist as expert witness in both criminal and civil realms, competency to stand trial, criminal responsibility, death penalty mitigation, personal injury, civil commitment, juvenile system and child custody. Significant portions of the course will include actual case law readings as related to the above issues and chapters from the text. Clinician ethics and responsibility in regard to protecting patient/defendant constitutional rights will be addressed. The course will also include case studies to demonstrate the application of psychological principles to legal questions.

Functional Neuroanatomy and Neuropathology (PSY 836, 3 cr)

This course is an in-depth study of the structures and pathology of the central nervous system. Although the course has a functional neuropsychological emphasis, clinical neurology is covered as it relates to assessment and pathology. Neuroradiology is also addressed from a neuropsychological and research perspective. An integration of other physiological systems is included to equip the future practitioner for dealing with a broad spectrum of rehabilitative concerns.

Group Intervention with Lab (PSY 532, 3 cr)

This course explores the theory and practice of group psychotherapy and techniques. Topics addressed include the nature of interpersonal learning, the dynamics of group structure, the stages of group development, group interventions and the selection factors associated with group participation. The relationship skills inherent to group organizations, such as cohesion, differentiation and conflict management are emphasized.

Health Psychology (PSY 661, 3 cr)

This course is designed to acquaint students with the theory, research and practice related to being a health psychologist in the 21st Century. Upon completion of the course, students will have a practical and scholarly understanding of diverse issues such as how the definition of health shapes the role of the health psychologist, national health objectives, the role of environment and cultural diversity in health, theories of behavior change, treatment adherence, stress management, health promotion, risk reduction and prevention. The course is intended to inform the students about the role of psychology in preventing illness, promoting wellness and managing chronic disease, as well as evaluating outcomes relevant to applied problems in health. Further, the course is designed to facilitate an interdisciplinary perspective on the basic problems, processes and unresolved issues in biopsychosocial aspects of health, illness and healing. Students will gain an understanding of the history and foundation of the field of health psychology and its connection to related disciplines (e.g., behavioral medicine, public health). Emphasis will also be placed on students learning to apply various theories and models that have been developed to explain and modify health behaviors.

History and Systems of Psychology (PSY 515, 3 cr)

This course explores the history and dominant approaches that have influenced our field. The major movements, events and players in the historical development of modern scientific psychology in the world are surveyed. The course examines the basic premises of the various systems of psychology, providing a perspective on contemporary psychology by reviewing the questions that psychology has confronted over the years and its interrelationships with other disciplines. This course is not only an overview of history and systems of psychology as it is currently conceptualized, but more importantly is a professional development course using philosophical roots of modern psychology in relationship to major contemporary systems and themes in psychology. The course provides the opportunity to develop a personal professional orientation as a soon-to-be professional psychologist, aiding participants in their efforts to develop, formulate, review and structure their own philosophical system as emerging professional psychologists.

Human Diversity (PSY 525, 3 cr)

The purpose of this course is to examine major historical and contemporary theories, issues and research related to sexual orientation, ethnicity, age, disability, gender, race, national origin, socioeconomic status, religion and language. Additionally, diversity of local and regional areas is examined. Topics include identity development, worldview, prejudice and discrimination, and the impact of diversity on assessment, diagnosis and treatment decisions. Students are encouraged to examine their current beliefs in regard to the classroom material presented and are encouraged to see, experience and understand the world from different perspectives. Students will participate in activities to promote self-awareness.

Human Sexuality (PSY 662, 3 cr)

This course is designed to help the students enhance their awareness and understanding of human sexuality. Students will gain practical information about biological, psychological and social aspects of sexuality. Historical influences on the field of sexuality, such as research findings, theorists, religion and the media, will be discussed. The students will examine gender roles, sexual orientation and variations in sexual behavior. The students will gain an understanding of assessment and treatment for the major male and female sexual dysfunctions. An integration of psychological, interpersonal and medical interventions will be emphasized in this course. Ethical considerations will be integrated into all class discussions.

Healthcare Delivery & Administration (PSY 960, 3 cr)

The goal of this course is to provide students with knowledge about the practice of psychology in the new industrialization of behavioral healthcare. Current and future practice requires knowledge and skills in areas such as population health and prevention, healthcare, behavioral medicine, business, management, brief psychotherapy, supervision, clinical practice guidelines and healthcare economics. Integrated Healthcare Delivery and Administration is designed to provide an overview of these areas.

Integrated Health Care Solutions (PSY 9631/9632, 6 cr total)

This course examines Focused Psychotherapy, including the developmental model, implications for treatment in regard to specific diagnoses or client populations and its delivery in an integrated health care model. The integration of behavioral health in primary care will be the focus, including the advantages and barriers of integration. The origins of behavioral health care, care delivery systems and health and behavioral care economics will also be addressed.

Lifespan Development (PSY 940, 3 cr)

This course examines contemporary topics and research related to the physical, cognitive, social and affective development of children, adolescents and adults. Students are expected to recognize and understand various developmental theories and their associated applications to clinical practice. Emphasis is on topics that have particular significance for the professional practice of psychology.

Medical Psychology (PSY 902, 3 cr)

This course will address the importance of empirically supported treatments and the role of psychoeducational programs in the primary care setting. Specific chronic illnesses, and the demonstration and practice of specific behavioral interventions for each, will be addressed. Treatment techniques, including but not limited to stress management, pain management and alternative therapies, will also be addressed as they relate to the psychologist's role in helping patients manage chronic illness more effectively.

Medical Terminology (PSY 9621, 1 cr)

This course provides a comprehensive working knowledge of medical and technical terms as well as medical terminology related to the human body in both the healthy and diseased state. The course includes the pronunciation and definitions of medical terms with emphasis placed on word parts, including anatomic, diagnostic and eponymic terms. The terms that make up the language of medicine are referred to as the terminology of the medical field or medical terminology.

Mental Health & Corrections (PSY 689, 3 cr)

This course is designed to introduce the basic elements involved with mental health services in correctional institutions. The major goal of this course is to familiarize students with mental health issues/concerns, give an introduction to the correctional environment and prepare students to enter the correctional environment. The course will cover correction system management issues, environmental structure, policy and procedures, national correctional mental health standards and inmate mental health identification and treatment issues. In addition, inmate suicide detection and intervention strategies will be reviewed. Finally, discussion on legal concerns, ethical issues and cultural diversity will also occur.

Neurological & Neuropsychological Rehabilitation (PSY 832, 3 cr)

The primary emphasis of this course is the fundamental basis for rehabilitation, which requires appropriate diagnosis and a thorough understanding of the course and prognosis of central nervous system pathologies. A model of neurorehabilitation will be presented with attention to rehabilitation, team participants and the specific roles of psychologists. The latter portion of the course will focus on cognitive remediation. This course emphasizes the basic fundamentals of neurologic rehabilitation: rehabilitation theory, adult neuropathology diagnosis, course and prognosis, and primary intervention practices. In order to understand rehabilitation, one must have an understanding of the pathological condition in regard to pre-morbid functioning, course of the condition and natural outcome of the condition. Only then can rehabilitation specialists understand and construct reasonable rehabilitation strategies.

Neuropsychological Assessment (PSY 642, 3 cr)

This course will focus on the theoretical basis and development of neuropsychological assessment of adults. Students will learn to administer the critical instruments for adult assessment and will learn appropriate methods of interpretation. Demographically corrected normative data bases will also be discussed. Screening measures often utilized in the assessment of adults will be reviewed, and considerations and concerns in the performance of forensic or legal consultations will be discussed.

Pediatric Neuropsychology (PSY 8471, 3 cr)

This course will focus on neuropsychological assessment and rehabilitation of children and adolescents. Students will learn to administer and interpret various neuropsychological tests focusing on key cognitive areas of interest with this age group. This course will cover common neurodevelopmental disorders and child and adolescent neuropathology, with emphasis on etiology, natural course and treatment interventions. Also covered will be learning disabilities and remediation, with an emphasis on treatment planning and functional analysis.

Objective Assessment (PSY 522, 3 cr)

The focus of this course is on the administration, scoring and interpretation of objective tests designed to evaluate personality and/or psychopathology. Emphasis is given to objective measures such as MMPI-2, MCMI-III and PAI. Topics to be covered include: historical perspectives of objective assessment, psychometric theory and procedures, standardized tests and statistical and technical considerations.

Practicum

See listing of pre-requisite courses contained in the Clinical Training Manual, Appendix B, of this Academic Catalog.

Student trainees experience broad and general integration of relationship and assessment skills, theoretical knowledge, case conceptualization and treatment orientations as expressed through work with actual clients. Trainees practice the assimilation of the historical foundations of their specific program with the use of research outcomes and empirically validated models.

Additionally, trainees receive exposure to a diversity of clients and enhance their ability for

self-reflection through appropriate guidance provided by a qualified supervisor. Trainees complete a carefully planned sequence of supervised practice and experience.

Projective Assessment (PSY 5231, 3 cr)

The focus of this course is on projective assessment measures with an emphasis on tests such as the Rorschach Inkblot Technique, the Thematic Apperception Test (TAT) and projective drawings. The course covers administration, scoring and interpretation, including the theoretical foundations and historical perspective. The psychometric properties of each test are explored along with the calculation of ratios, percentages and derivations for the Rorschach according to the Exner system; interpretation of the Thematic Apperception Test (TAT) according to Murray and Bellak; and clinical uses, diagnostic and prognostic indicators of both tests. The student is expected to learn how factors such as organicity, anxiety, psychological adjustments, personality traits, culture, socioeconomic status and occupational expertise affect the measurement and interpretations of test results. Additionally, this course has a mandatory lab that coincides with course material in which students practice administration, scoring and interpretation of projective test instruments.

Psychometrics (PSY 910, 3 cr)

This course provides students with an understanding of classical and modern test theories and practices in psychological measurement. The course will cover the key principles of test construction, administration and score interpretation as well as issues related to diversity and the ethical use of psychological tests.

Psychopathology I (PSY 519, 3 cr)

This course is the initial course in a two-semester sequence. This course will focus on the disorders of childhood and adolescence, affective disorders, anxiety disorders, impulse control disorders, sleep disorders, eating disorders, sexual disorders, gender identity disorders, substance-related disorders, adjustment disorders and a brief overview of V-code diagnoses. The etiology, diagnosis and treatment of these disorders will also be studied. Emphasis will be placed on helping trainees understand the history and development of the field of psychopathology. Emphasis will be placed on learning to use the DSM-IV-TR (Diagnostic and Statistical Manual - Fourth Edition, Text Revision) in diagnosing psychological conditions. This course will concentrate on diagnostic criteria and the application of diagnosis in the practice of clinical psychology.

Psychopathology II (PSY 520, 3 cr)

This course is the second course in a two-semester sequence and will focus on DSM-IV-TR Axis I and II disorders. This course will focus essentially on disorders of adulthood including: Personality Disorders, Somatoform Disorders, Factitious Disorders, Schizophrenia and other Psychotic Disorders, Delirium, Dementia and Amnesic Disorders, and Dissociative Disorders. The etiology, diagnosis and treatment of these disorders will be studied. Strong emphasis will be placed on helping students understand the development of the concepts of psychopathology from a historical perspective. The understanding of current diagnostic criteria will be placed in

the context of the historical development of theories in the field of psychopathology. Emphasis will also be placed on learning to use the DSM-IV-TR (Diagnostic and Statistical Manual – Fourth Edition, Text Revision) in diagnosing pathological conditions. This course will concentrate on diagnostic criteria and the application of diagnosis in the practice of Clinical Psychology.

Qualitative Research (PSY 9061, 1 cr)

This course covers the philosophical and epistemological underpinnings of qualitative research, considered fundamental and essential to this form of inquiry, and the theory and practice of qualitative research data gathering. Emphasis is on the practical, hands-on considerations associated with writing research proposals, entering the field, coordinating fieldwork, techniques of data collection, and data management.

Rehabilitation/Neuropsychology Consultation (PSY 666, 3 cr)

This course will focus on the provision of psychological services (specifically Neuropsychological and Rehabilitative services) in a medical/hospital setting. The consultative role of the psychologist, in concert with various other professionals, will be explored through classroom lectures and interaction with specialists from complimentary professions. Readings and other classroom lectures will explore primary disability diagnoses and their appropriate treatment(s).

Relationship & Interview (PSY 5512, 3 cr)

This course provides an overview of the fundamental concepts and skills related to forming and maintaining effective relationships with clients in clinical or other helping settings. Theoretical foundations for relationship development and clinical interviewing will also be addressed. Students are expected to acquire the psychological knowledge relevant to relationships and to demonstrate the interpersonal skills and relational attitudes of the professional psychologist. Students are also expected to focus on professional documentation, including progress notes and psychosocial histories.

Report Writing (PSY 553, 3 cr)

Pre-requisite courses: PSY 521, Cognitive Assessment; PSY 522, Objective Assessment; PSY 5231, Projective Assessment

This course teaches the student to interpret psychological test data from various psychological assessments (e.g., intellect, personality, and emotional and social development). Students learn to formulate diagnoses and treatment recommendations, as well as to communicate findings, verbally and in writing, through both comprehensive and brief summary reports. Contents of this course include the essentials of writing integrated psychological evaluations regarding patients. Incorporated into the written psychological report are the clinical interview, reality testing and cognitive functioning, intellectual functioning, the source and nature of anxiety, impulse control and impulse control mechanisms, defensive structures, identity issues, interpersonal interaction, personality style, diagnosis, prognostic factors and treatment recommendations for the individual who is being described.

Research Design (PSY 510, 3 cr)

In this course, students acquire the knowledge and skills they need to plan, conduct and critically evaluate quantitative, qualitative and evaluation research. The course provides an in-depth examination of the steps in planning a research project; i.e., identifying a topic, searching and reviewing the literature, defining a research problem and research questions/hypotheses, choosing appropriate research methods and considering ethical issues in research.

Research Seminar in MFT (MFT 5341, 1 cr)

This course provides a summary of key research findings that support the effectiveness of the practice of marriage and family therapy (MFT). Building on the foundation of students' prior research classes, this course is designed to teach students how to examine research studies in the field of MFT in a critical manner. As this class is in seminar format, the aim is to encourage critical thinking and help students view the pursuit and consumption of research as a complementary and necessary part of their growth as a marriage and family therapist.

Social Psychology (PSY 513, 3 cr)

The focus of this course is to provide a survey of classical and contemporary theories as well as current research in social psychology. Topics include attitude formation and change, conformity, inter-group conflict, affiliation and attraction, and aggression. Links between social psychology and clinical practice are explored. Students are encouraged to examine and recognize the implications of their own world-view. Additionally, the course includes a selective review of current research in the field of social psychology.

Specific Interventions in Couples Therapy (MFT 610, 3 cr)

This course is designed to assist the student in acquiring specific knowledge and skills in working with couples. As such, it integrates the theories of marriage and family therapy into practical application within the clinical setting. By using the various marriage and family therapy theories, students will learn to develop specific interventions for couples, apply those interventions to couple problems, anticipate client reactions and conduct on-going assessment of client progress. Attention will be given to a variety of approaches to couples therapy and to the diverse array of dyadic relationships in which people are struggling to move from anger and conflict to cooperation and partnership. This course will also encourage students to investigate self-of-the-therapist issues.

Specific Interventions in Family Therapy (MFT 862, 3 cr)

This course is designed to assist the student in acquiring family therapy intervention skills. As such, it integrates the theories of marriage and family therapy into practical application within the clinical setting with specific problems often encountered in family therapy. Students will learn to develop and implement marriage and family therapy interventions and apply those interventions to specific marriage and family therapy problems, anticipate client reactions and conduct ongoing assessment of client progress. Students will also learn about the various stages of therapy - beginning, middle and termination - including ways to get "unstuck" in therapy. This

course will also encourage students to look at family of origin issues that may arise in the course of doing family therapy.

Statistics (PSY 509, 3 cr)

This course provides students with the knowledge and skills they need to select statistical techniques appropriate for specific research problems, use computerized packages to conduct statistical analyses, and interpret and report the results of a statistical analysis. The focus of the course is on applied inferential and multivariate statistical techniques.

Supervision & Management (PSY 568, 3 cr)

This course prepares mental health providers to develop the knowledge base and skills necessary to become an effective supervisor. Participants are expected to develop a personal theory of supervision and to acquire the basic proficiencies necessary to perform this function. A careful analysis of the numerous variables that are present in the supervisory relationship are undertaken to accomplish these goals. The characteristics associated with competent supervisors are reviewed and the supervisory process is considered from both supervisor's and the supervisee's perspective. The interactional nature of the process itself is examined and attention given to providing supervision from various theoretical and conceptual contexts. By using the skills and knowledge they learn in class, students are expected to demonstrate and evaluate their supervisory style.

Theories of Personality & Intervention (PSY 535, 3 cr)

This course provides a comprehensive overview of the major theories of personality and approaches to clinical intervention. Approaches covered include psychodynamic, humanistic, cognitive-behavioral and integrative psychotherapy. The emphasis of the course is on the application of theories of personality development to the understanding of typical and atypical behavior and to intervention strategies. The historical origins of the major orientations and directions of the current field will also be discussed.

Theory & Intervention: Advanced Child & Adolescent Therapy (PSY 603, 3 cr)

Advanced Child and Adolescent Therapy course's aim is to help students understand the theoretical components of learning-based approaches to child and adolescent psychotherapy (analysis) and to explore how these components are assembled into existing recommendations for evidence-based practice (synthesis). Empirically supported techniques developed from classical and operant conditioning theories, social-learning theory, cognitive theory and interpersonal theory are discussed in relation to common presenting problems such as anxiety, depression, disruptive behavior and developmental disability.

Theory and Intervention: Cognitive & Behavioral Therapy I (PSY 555; 3 cr)

The focus of this course is the acquisition of knowledge, attitudes, and skills necessary to design, implement, and evaluate basic cognitive-behavioral interventions. Topics include historical and theoretical principles of cognitive-behavioral therapy (CBT), including recent innovations and empirically-supported applications. Students participate in a self-monitoring demonstration project over the course of the term to help gain application, evaluation, and self-reflection skills; as well as to improve written and oral communication skills. Current research and applications are evaluated in the context of this perspective to improve critical thinking skills. Professional resources and ethical issues pertaining to the practice of cognitive-behavioral therapy are also explored.

Theory and Intervention: Cognitive & Behavioral Therapy II (PSY 5552, 3 cr)

The focus of this course is the acquisition of knowledge, attitudes, and skills necessary to design, implement, and evaluate cognitive-behavioral interventions. Topics include historical and theoretical principles of cognitive-behavioral therapy (CBT), including recent innovations and empirically-supported applications. Students participate in critical evaluation of empirical literature, formal case conceptualization/presentation, and experiential activities over the course of the semester to help gain application, evaluation, and self-reflection skills; as well as to improve written and oral communication skills. Current research and applications are evaluated in the context of this perspective to improve critical thinking skills. Professional resources and ethical issues pertaining to the practice of cognitive-behavioral therapy are also explored.

Theory and Intervention: Interpersonal Psychotherapy (PSY 593, 3 cr)

The focus of this course is the acquisition of the knowledge, attitudes and skills necessary to deliver basic interpersonal interventions. The history and origins of this approach, as well as its' theoretical structure and application, will be addressed. Special attention will be given to the reciprocal nature of the treatment process, especially as it is expressed in the client-therapist interaction, with an emphasis on evidence-based treatments. Case conceptualization is a major venue through which trainees will be asked to demonstrate their understanding of the course material.

Theory and Intervention: Postmodern Approaches to Therapy (PSY 557, 3 cr)

This course is an adventure in the study of stories. Students will study postmodernism, second-order cybernetics, constructivism and social constructivism as applied to clinical practice. Study in these perspectives necessarily requires study of their logical complements: modernism, first-order cybernetics and realism. Seminal theorists to be studied include Bateson, Gergen, and Keeney. Pragmatics of therapeutic practice will include study of White and Epston, Goolishian and Anderson and Tom Anderson, as well as the solution-focused and solution-oriented theorists. Students will also be exposed to the "wisdom of the ages", and evidence-based treatments will be reviewed.

Theory and Intervention: Psychodynamic Psychotherapy (PSY 554, 3 cr)

The focus of this course is a theoretical understanding and application of various psychodynamic orientations to psychotherapy, including object relations, ego psychology, self-psychology and psychoanalytic psychotherapy. Emphasis is on comprehension of various levels of patient communication, the contribution of the bi-personal field and the importance of insight, transference, countertransference and the interpretive process. Long-term and brief therapies will be explored with an emphasis on evidence-based treatments.

Thesis (MFT/PSY 9751; & 9752, 1 cr each)

In all instances, students who fail to submit their final Thesis project to the Registrar by the last day of the semester in which they are enrolled for a Thesis credit hour will be required to enroll in an additional Thesis credit hour in the subsequent semester. Deadlines for submission are established annually and published in the Academic Calendar available in this Catalog and online at www.forest.edu.

Violence Risk Assessment (PSY 7004, 3 cr)

This course consists of four modules. The first covers the most significant criminal and civil case law related to violence risk assessment, in order to give students an understanding of what courts expect regarding the prediction of violence. The second covers the most significant and current risk assessment research and focuses on statistical concepts used in risk assessment research. The third module explores the clinical practice of assessing risk including ethical issues and the differing clinical and actuarial approaches to assessment. The final module covers communication of risk assessment findings including report writing, testimony, and the difference between assessment and management of risk.

COURSE LIST

MASTER'S PROGRAMS (MSABA, MACL AND MACP)

For a current list of available courses, please see our website: www.forest.edu.

Ethical, Legal, and Professional Issues in ABA	MABSF 5013, 3 cr
Behavior Assessment	MABSF 5093, 3 cr
Measurement and Interpretation of Data	MABSF 510, 3 cr
Verbal Behavior	MABSF 542, 3 cr
Seminar in Applied Behavior Analysis	MABSF 543, 3 cr
Foundations of ABA I	MABSF 551, 3 cr
Foundations of ABA II	MABSF 552, 3 cr
Behavior Change & Support	MABSF 590, 3 cr
Practicum I	MABSF 5713
Practicum II	MABSF 5723
Practicum III	MABSF 5733
Ethical, Legal and Professional Issues in ABA	MABSL 501, 1 cr
Behavior Assessment	MABSL 5093, 3 cr
Measurement and Interpretation of Data	MABSL 510, 3 cr
Verbal Behavior	MABSL 542, 3 cr
Seminar in Applied Behavior Analysis	MABSL 543, 3 cr
Foundations of ABA I	MABSL 551, 3 cr
Foundations of ABA II	MABSL 552, 3 cr
Practicum I	MABSL 5713, 3 cr
Practicum II	MABSL 5723, 3 cr
Practicum III	MABSL 5733, 3 cr
Behavior Change & Support	MABSL 590, 3 cr
Fundamentals and Techniques of Assessment	MACP 501, 3 cr
Career Development	MACP 502, 3 cr
Ethics & Professional Issues	MACP 503, 3 cr
Relationship & Interview	MACP 504, 3 cr
Group Intervention	MACP 505, 3 cr
Health Psychology	MACP 506, 3 cr
Human Diversity	MACP 507, 3 cr
Lifespan Development	MACP 508, 3 cr
Psychopathology	MACP 509, 3 cr
Social Psychology	MACP 510, 3 cr
Theories of Counseling	MACP 511, 3 cr
Family Therapy	MACP 530, 3 cr
Couples Counseling	MACP 531, 3 cr
Child/Adolescent Therapy	MACP 532, 3 cr
Advanced Theories of Counseling	MACP 533, 3 cr
Practicum	MACP 590, 3 cr

Supplemental Practicum	MACP 590S, 3 cr
Research Methods	MACP 591, 3 cr
Capstone Seminar	MACP 592, 3 cr
MACP Elective I	MACP 593, 3 cr
MACP Elective II	MACP 594, 3 cr
Ethics and Professional Issues	MCLSF 501, 3 cr
Research Design	MCLSF 510, 3 cr
Psychopathology I	MCLSF 519, 3 cr
Psychopathology II	MCLSF 520, 3 cr
Cognitive Assessment	MCLSF 521, 3 cr
Objective Assessment	MCLSF 522, 3 cr
Human Diversity	MCLSF 525, 3 cr
Group Intervention	MCLSF 532, 3 cr
Family Intervention	MCLSF 533, 3 cr
Theories of Personality	MCLSF 535, 3 cr
Relationship & Interview	MCLSF 5512, 3 cr
Substance Abuse	MCLSF 5631, 3 cr
Clinical Risk Management	MCLSF 5700, 1 cr
Practicum	MCLSF 5713, 3 cr
Practicum	MCLSF 5723, 3 cr
Master's Thesis	MCLSF 5751, 1 cr
Master's Thesis	MCLSF 5752, 1 cr
Career Development	MCLSF 5924, 3 cr
Lifespan Development	MCLSF 5940, 3 cr
Ethics and Professional Issues	MCLSL 501, 3 cr
Research Design	MCLSL 510, 3 cr
Psychopathology I	MCLSL 519, 3 cr
Psychopathology II	MCLSL 520, 3 cr
Cognitive Assessment	MCLSL 521, 3 cr
Objective Assessment	MCLSL 522, 3 cr
Human Diversity	MCLSL 525, 3 cr
Group Intervention	MCLSL 532, 3 cr
Family Intervention	MCLSL 533, 3 cr
Theories of Personality	MCLSL 535, 3 cr
Relationship & Interview	MCLSL 5512, 3 cr
Substance Abuse	MCLSL 5631, 3 cr
Clinical Risk Management	MCLSL 5700, 1 cr
Practicum	MCLSL 5713, 3 cr
Practicum	MCLSL 5723, 3 cr
Master's Thesis	MCLSL 5751, 1 cr
Master's Thesis	MCLSL 5752, 1 cr
Career Development	MCLSL 5924, 3 cr
Lifespan Development	MCLSL 5940, 3 cr

COURSE DESCRIPTIONS

MASTER'S PROGRAMS (MSABA, MACL and MACP)

Behavior Assessment (MABA 5093, 3 cr)

The focus of this course is to provide students with an understanding of the purpose of and process for conducting behavioral assessments. Students will learn how indirect measures, descriptive measures, functional assessment/analysis, preference/reinforce assessments, and skills assessments can be utilized to help develop focused interventions and treatment programs for clients. Ethical considerations in the implementation and use of behavioral assessment to develop treatment programs will also be discussed. Students will have a chance to complete behavioral assessments as a requirement of this course.

Fundamentals and Techniques of Assessment (MACP 501, 3 cr)

This course focuses on strategies for selecting, administering and interpreting assessment and evaluation instruments and techniques in counseling. It includes a specific focus on cognitive and objective assessments.

Behavior Change and Support (MABA 590, 3 cr)

This course is an introduction to the education and habilitation of children and adults with physical, sensory, developmental, or multiple disabilities, including persons with moderate or severe developmental disabilities, orthopedic impairment, or autism. The course concentrates on historical developments, identification, assessment, characteristics, and intervention in the area of instruction for individuals with severe disabilities.

Capstone Seminar (MACP 592, 3 cr)

This course focuses on professional issues within counseling, including research, licensure and continuing education. Prerequisites: Research Methods

Career Development (MACP 502, MCLSF/SL 5924, 3 cr)

The purpose of this course is to survey career assessment development and related methods relevant to clinicians, counselors and consultants, including career choices, systematic analysis of career needs, aptitudes, attitudes and the development of careers and career goals over the lifespan of the individual. The course material also addresses the overall occupational/professional opportunities and challenges in modern society, and the historical origins of career counseling are also explored. Students will be required to administer and score appropriate career counseling assessment instruments.

Child / Adolescent Therapy (MACP 532, 3 cr)

This course focuses on basic childhood and adolescent disorders and various treatment modalities. Prerequisites: at least nine credit hours.

Clinical Risk Management (MCLSF/SL 5700, 1 cr)

This course focuses on suicide detection and crisis intervention and the important assessment procedures considered in risk management. The main objective will be to increase and develop the student's ability to respond to clients in crisis. The course will also develop the student's abilities in risk assessment, specifically, focusing on interpersonal behaviors, reactions and intervention strategies. Specific suicide intervention and assessment criteria will be reviewed, including etiology, phenomenology and risk factors.

Couples Counseling (MACP 531, 3 cr - elective)

This course focuses on the historical perspective, theory and practice of couples counseling from a variety of models. Prerequisites: at least nine credit hours.

Cognitive Assessment (MCLSF/SL 521, 3 cr)

This course explores theories of intelligence and the assessment of intellectual functioning. The focus of the course is on the administration and interpretation of the Wechsler Intelligence Tests, including the WAIS, WISC and WASI. The topics to be covered include historical perspectives of intelligence; psychometric theory and procedures; standardized tests; statistical and technical considerations (e.g., standard deviation, confidence intervals, significance levels, reliability and validity); and ethical standards of assessment practices. The student is expected to learn how factors such as organicity, personality traits, anxiety, psychosis, cultural and diversity factors, social factors and occupational expertise effect cognitive functioning as measured on standardized tests.

Ethical, Legal, and Professional Issues in Applied Behavior Analysis (MABA 503,3 cr)

This course focuses on the current ethical, legal, and professional issues impacting the practice of applied behavior analysis. Students will utilize the Behavior Analysis Certification Board's® (2010) Guidelines for Responsible Conduct as a framework for addressing ethical issues across various dimensions of the practice of applied behavior analysis, from creating individual treatment programs to fulfilling ethical responsibilities to colleagues. Students will also have an opportunity to review the recently adopted licensure rules and regulations guiding the practice of applied behavior analysis in the state of Missouri.

Ethics and Professional Issues (MACP 503, 3 cr)

This course presents an overview of ethical and legal issues associated with the professional practice of psychology. Major ethical, professional and legal issues, as well as their history, will be examined with emphasis on the application of professional standards and guidelines relevant to various practice settings. The American Counseling Association (ACA) ethics code and other

relevant guidelines are reviewed, with an emphasis on their application to ethical decision-making in specific professional practice environments and situations.

Ethics, Professional, and Legal Issues in Psychology (MCLSF/SL 501, 3 cr)

This course presents an overview of ethical and legal issues associated with the professional practice of psychology. Major ethical, professional and legal issues, as well as their history, will be examined with emphasis on the application of professional standards and guidelines relevant to various practice settings. The American Psychological Association's Ethics Code and other relevant guidelines are reviewed, with an emphasis on their application to ethical decision-making in specific professional practice environments and situations.

Family Intervention (MCLSF/SL 533, 3 cr)

The purpose of this course is to explore the historical perspective, theory and practice of marriage and family therapy from a variety of models. Various marital and family therapy paradigms, family development, family assessment methods and systems theories are studied. Underlying assumptions, interventions, symptom development and the operation of relationship skills within marital and family systems are also explored.

Family Therapy (MACP 530, 3 cr, Elective)

This course focuses on the historical perspective, theory and practice of marriage and family therapy from a variety of models. Prerequisites: at least nine credit hours

Foundations of Applied Behavior Analysis I (MABA 551, 3 cr)

The two foundations courses together serve as an introduction to the field of applied behavior analysis. During these two courses, students are introduced to all ten (1) content areas contained in the 3rd edition of the behavior Analyst Certification Board® BCBA® and BCaBA® Behavior Analyst Task List. In this first course, Foundations of ABA I, students begin to become fluent in the terminology used in behavior analysis and learn to use basic behavioral principles to modify and explain behavior. Students also learn to interpret and discuss seminal writings that have shaped the understanding of behavior. Topics include the selection and measurement of behavior, operant conditioning, and single-subject research designs

Foundations of Applied Behavior Analysis II (MABA 552, 3 cr)

The two foundations courses together serve as an introduction to the field of applied behavior analysis. During these two courses, students are introduced to all ten (10) content areas contained in the 3rd edition of the Behavior Analyst Certification Board® BCBA® and BCaBA® Behavior Analyst Task List. In this second course, Foundations of ABA II, students learn how to conduct functional assessments and functional analyses to develop data-based interventions. Additional topics include verbal behavior and ethical considerations for behavior analysts.

Group Intervention (MACP 505, MCLSF/SL 532, 3 cr)

This course explores the theory and practice of group psychotherapy and techniques. Topics addressed include the nature of interpersonal learning, the dynamics of group structure, the stages of group development, group interventions and the selection factors associated with group participation. The relationship skills inherent to group organizations, such as cohesion, differentiation and conflict management are emphasized.

Health Psychology (MACP 506, 3 cr)

The focus of this course includes biopsychosocial conceptualization of health behavior, including variables affecting health behavior, models for health behavior change and implications for therapy.

Human Diversity (MACP 507, MCLSF/SL 525, 3 cr)

The purpose of this course is to examine major historical and contemporary theories, issues and research related to sexual orientation, ethnicity, age, disability, gender, race, national origin, socioeconomic status, religion and language. Additionally, diversity of local and regional areas is examined. Topics include identity development, worldview, prejudice and discrimination, and the impact of diversity on assessment, diagnosis and treatment decisions. Students are encouraged to examine their current beliefs in regard to the classroom material presented and are encouraged to see, experience and understand the world from different perspectives. Students will participate in activities to promote self-awareness.

Lifespan Development (MACP 508, MCLSF/SL 5940, 3 cr)

This course examines contemporary topics and research related to the physical, cognitive, social and affective development of children, adolescents and adults. Students are expected to recognize and understand various developmental theories and their associated applications to clinical practice. Emphasis is on topics that have particular significance for the professional practice of psychology.

Measurement and Interpretation of Data (MABA 510, 3 cr)

In this course, students will learn how to evaluate and design single-case experiments in applied behavior analysis. Students also will learn to interpret and communicate data from such experiments. Finally, students will understand and interpret the results of research articles in the behavior analytic literature.

Objective Assessment (MCLSF/SL 522, 3 cr)

The focus of this course is on the administration, scoring and interpretation of objective tests designed to evaluate personality and/or psychopathology. Emphasis is given to objective measures such as MMPI-2, MCMI-III and PAI. Topics to be covered include: historical perspectives of objective assessment, psychometric theory and procedures, standardized tests and statistical and technical considerations.

Practicum (MACP 590, MCLSF/SL 5713 & 5723, 3 cr)

This is a supervised experience for students to gain additional training and to practice the knowledge, skills and attitudes required of a competent licensed professional counselor.

Practicum (MSABA 5713/5723/5733, 3 cr)

Students will gain practical experience in the design and implementation of behavioral programming. Specific client characteristics and tasks will be determined according to the practicum site. All practicum sites are approved by the Behavior Analyst Certification Board, Inc.[®]. and practicum hours earned count toward the experience requirements of the BACB[®] to sit for the BCBA[®] or BCaBA[®] exam.

Psychopathology I (MCLSF/SL 519, 3 cr)

This course is the initial course in a two-course sequence. This course will focus on the disorders of childhood and adolescence, affective disorders, anxiety disorders, impulse control disorders, sleep disorders, eating disorders, sexual disorders, gender identity disorders, substance-related disorders, adjustment disorders and a brief overview of V-code diagnoses. The etiology, diagnosis and treatment of these disorders will also be studied. Emphasis will be placed on helping trainees understand the history and development of the field of psychopathology. Emphasis will be placed on learning to use the DSM-IV-TR (Diagnostic and Statistical Manual - Fourth Edition, Text Revision) in diagnosing psychological conditions. This course will concentrate on diagnostic criteria and the application of diagnosis in the practice of clinical psychology.

Psychopathology II (MCLSF/SL 520, 3 cr)

This course is the second course in a two-course sequence and will focus on DSM-IV-TR Axis I and II disorders. This course will focus essentially on disorders of adulthood including: Personality Disorders, Somatoform Disorders, Factitious Disorders, Schizophrenia and other Psychotic Disorders, Delirium, Dementia and Amnesic Disorders, and Dissociative Disorders. The etiology, diagnosis and treatment of these disorders will be studied. Strong emphasis will be placed on helping students understand the development of the concepts of psychopathology from a historical perspective. The understanding of current diagnostic criteria will be placed in the context of the historical development of theories in the field of psychopathology. Emphasis will also be placed on learning to use the DSM-IV-TR (Diagnostic and Statistical Manual – Fourth Edition, Text Revision) in diagnosing pathological conditions. This course will concentrate on diagnostic criteria and the application of diagnosis in the practice of Clinical Psychology.

Relationship and Interview (MACP 504, MCLSF/SL 5512, 3 cr)

This course provides an overview of the fundamental concepts and skills related to forming and maintaining effective relationships with clients in clinical or other helping settings. Theoretical foundations for relationship development and clinical interviewing will also be addressed. Students are expected to acquire the psychological knowledge relevant to relationships and to demonstrate the interpersonal skills and relational attitudes of the professional psychologist. Students are also expected to focus on professional documentation, including progress notes and psychosocial histories.

Research Design (MCLSF/SL 510, 3 cr)

In this course, students acquire the knowledge and skills they need to plan, conduct and critically evaluate quantitative, qualitative and evaluation research. The course provides an in-depth examination of the steps in planning a research project; i.e., identifying a topic, searching and reviewing the literature, defining a research problem and research questions/hypotheses, choosing appropriate research methods and considering ethical issues in research.

Research Methods (MACP 591, 3 cr)

This course focuses on methods of research to improve counseling effectiveness.

Seminar in Applied Behavior Analysis (MABA 542, 3 cr)

This course is designed to be a survey of the field of applied behavior analysis, from the treatment of individuals with developmental delays to the areas of business, health, and general education, among others. The work and research that is conducted by professionals in different occupations in the field also will be explored.

Substance Abuse (MCLSF/SL 5631, 3 cr)

This course reviews general theories of substance abuse and dependence. Students review and gain a better understanding concerning the process of diagnosis and assessment as it relates to the Disease Concept/Medical Model of Addiction. The physiological and neurological effects of abuse and dependence are thoroughly examined. Students gain a broad knowledge base and working understanding of the classifications of various substances which includes: alcohol, narcotics, sedatives, hypnotics, anxiolytics, stimulants, marijuana, and hallucinogens. A brief introduction of substance abuse prevention, intervention, levels of care and the process of recovery are reviewed.

Theories of Counseling (MACP 511, 3 cr)

This course focuses on the major theories, principles and techniques of counseling.

Theories of Personality & Intervention (MCLSF/SL 535, 3 cr)

This course provides a comprehensive overview of the major theories of personality and approaches to clinical intervention. Approaches covered include psychodynamic, humanistic, cognitive-behavioral and integrative psychotherapy. The emphasis of the course is on the application of theories of personality development to the understanding of typical and atypical behavior and to intervention strategies. The historical origins of the major orientations and directions of the current field will also be discussed.

Thesis (MABA 5723/5733, MCLSF/SL 5751 & 5752, 1 cr)

In all instances, students who fail to submit their final Thesis project to the Registrar by the last day of the semester in which they are enrolled for a Thesis credit hour will be required to enroll in an additional Thesis credit hour in the subsequent semester. Deadlines for submission are established annually and published in the academic Calendar available in this Catalog and online at www.forest.edu.

Verbal Behavior (MABA 542, 3 cr)

The general theme of this course will be to acquaint the student with Skinner's (1957) theoretical analysis of language and provide examples of applications derived from the analysis. Although the majority of this work has been done for individuals with autism and related disabilities, the processes and procedures involved have wider implications for other populations, including people whose language development has not been delayed. Upon completion, students will be prepared for further analysis and application of techniques for developing and changing verbal behavior.