

# CLINICAL PSYCHOLOGY (CPSY)

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## **CPSY 4000 Issues in Forensic Psychology I (2 Credits)**

This course is designed to incubate a new professional identity as an early career graduate student in forensic psychology. From the development of an expanded professional network to the careful cultivation of a professional persona, this class supports the transition from armchair psychologist to graduate student. Our guests will cover factual information about the structure and function of the American legal and legislative systems, assessment technologies including polygraph testing and investigations and related content including substance misuse, human trafficking, victim rights, media representations and more.

## **CPSY 4010 Introduction to Statistics (3 Credits)**

General statistical principles and techniques and their application to psychological and psycho-legal issues. Students will develop computer analytic skills to assist in answering professionally relevant questions.

## **CPSY 4020 Psychopathology and Diagnosis (3 Credits)**

An overview of major DSM diagnostic categories, as well as an introduction to ICD and noncategorical classification.

## **CPSY 4021 Intro to Clinical Interviewing, Psychopathology & Diagnosis, and Applied Case Conceptualization (5 Credits)**

The practice of therapy is at once an art, and a science. The process of becoming a therapist is both a process of learning and of experiencing. This course provides an overview of foundational interviewing, case conceptualization, and psychotherapy theory and practice, along with a thorough grounding in psychopathology and diagnosis. Categorical classification will be explored using the DSM and ICD frameworks, with a focus on major diagnostic categories. Students will recognize the strengths and limitations of formal diagnosis as a tool in clinical practice, as well as the importance of dimensional case conceptualization and seeing the person behind the label. Emphasis will be placed on understanding mental wellbeing in context, taking into account cultural relevancy and the evolution of diagnoses over time. In this hybrid course format, students will be challenged to integrate diagnosis, case conceptualization, treatment planning, and intervention through didactic learning as well as experiential exercises within the classroom and through quarter-long, small group projects.

## **CPSY 4031 Supervision & Consultation (1 Credit)**

This course is designed as an introduction to theory and practice of clinical supervision and consultation within forensic contexts. Fundamental issues will be examined, including: models of supervision and consultation roles, the supervision relationship, basics of consultation, the impact of personal factors on supervision and consultation, supervision and consultation techniques and practices, evaluation, and legal/ethical issues in supervision and consultation. Students will begin to develop competence to support their roles in future supervisory and consulting relationships.

## **CPSY 4040 Issues in Forensic Psychology II: Human Sexuality & Gender-Based Violence (3 Credits)**

This course takes a historical and contemporary psychological view on a wide variety of sexual behaviors; examines theory and research on biological, developmental, cultural, and psychological aspects of human sexuality and sexual behaviors; reviews political and social issues involved in current sexual norms and practices; and covers current topics related to gender-based violence and sexual offending.

## **CPSY 4050 Research Methods (3 Credits)**

Examination of the research process, including the formulation of questions and utilization of various methodologies to answer hypotheses.

## **CPSY 4060 Biological Bases of Behavior (3 Credits)**

This course provides a comprehensive exploration of psychophysiology, examining the relationship between physiological processes and behavior. We will cover the structure and function of the nervous system, focusing on brain regions and neural pathways involved in cognition, emotion, and behavior. The course explores the physiological correlates of cognitive processes (attention, memory, language, perception) and affective processes (emotions, motivation, stress), including the role of the autonomic nervous system and neuroendocrine responses. Clinical applications of psychophysiology to mental health disorders like anxiety, mood disorders, and schizophrenia will be examined. Special topics may include psychopharmacology, sleep disorders, biological rhythms, and the impact of lifestyle factors. Through lectures, discussions, readings, and hands-on activities like a cadaver lab, students will develop critical thinking skills and a deep understanding of the field, enabling them to critically evaluate neuroscience research and better understand human behavior.

## **CPSY 4070 Trauma & Crisis Intervention (3 Credits)**

This course is designed to provide students with an overview of the key issues associated with trauma and crisis intervention, including how to conceptualize trauma and different approaches to treatment. Additionally, the course will address forensic and other special issues associated with the field of trauma.

## **CPSY 4080 Issues in Forensic Psychology III (3 Credits)**

The intersection of criminal justice and mental health usually occurs at a variety of publicly-funded systems: police, jail, state mental health, probation, and others. How do these systems and agencies work, and how effectively do they handle persons with both criminogenic and mental health needs? This course will survey each component of the public forensic mental health system, paying particular attention to innovative programs that work and to potential employment settings for our graduates.

## **CPSY 4081 Overview of Personality & Self-Report Assessment (2 Credits)**

The purpose of this course is to provide a foundation for approaching objective personality assessment in forensic practice. It will cover the underpinnings of objective assessment. It will also provide a broad survey of self-report measures, including the Minnesota Multiphasic Personality Inventory (MMPI#2), the most widely used personality inventory in the United States, the MMPI#A (adolescent version), the MMPI#2#RF, and other commonly-used instruments. Emphasis will be placed on understanding evidence-based, effective, and ethical objective personality assessment across various forensic contexts and populations.

**CPSY 4090 Issues in Measurement (3 Credits)**

Critical assessment of various psychological tests, with an emphasis on validity, reliability and issues of standardization.

**CPSY 4100 Mental Health Law (3 Credits)**

The goal of this introductory Mental Health Law course is to provide students with a general understanding of the laws impacting the field of mental health, including those involving professional responsibility and ethics; competency issues; court-ordered evaluations and testimony; family law issues; the rights of differently-abled and historically marginalized persons; and defenses based on mental state. Course Objectives include assisting students in locating and understanding how relevant statutes and cases may apply to the mental health practitioner; recognizing potential legal and ethical dilemmas and when to seek consultation; and applying the principles of mental health law to offer the highest standard of care in their clinical practices.

**CPSY 4105 Psychology, Public Policy, and Advocacy (2 Credits)**

This course is designed to provide students in clinical training with an overview of the political advocacy process in the United States, its potential impact on the practice of mental health, current issues in mental health policy, and opportunities for involvement in public policy, advocacy, and social justice discourse.

**CPSY 4106 Introduction to Animal Abuse Evaluation and Intervention (2 Credits)**

This graduate-level course will introduce the student to the concepts of animal abuse at the individual, clinical, and societal levels. The course covers animal welfare and cruelty issues; the assessment of abused animals; the populations (individuals and groups of all ages) and settings where animal abuse is most prevalent; the evaluation, sentencing, and treatment of perpetrators of violence toward animals; and the link between cruelty to animals and humans. Students will have the opportunity to tailor some assignments to their specific interest areas. The instructor will invite guest lecturers, such as judges and probation officers, with expertise in topics such as sentencing, misdemeanors vs. felonies related to animal abuse, etc.

**CPSY 4108 Special Topics in Forensic Psychology (1-4 Credits)**

This course is designed to address specialized topics in forensic psychology that are not adequately covered in existing required and elective courses. Topics are likely to center on professional development, such as professional identity, presentation, and communication. Topics may also be more specialized, depending on the expertise and availability of potential instructors or special topics of interest within MAFP. In the past, courses have been offered on police psychology and violence risk assessment, as well as the application of forensic investigative principles to cold case review. Additional topics might include psychology and race, immigration and refugee populations, neuropsychology in corrections, juvenile justice issues, outpatient competency restoration, and other topics at the discretion of MAFP faculty.

**CPSY 4110 Family Systems and Therapy (3 Credits)**

This course examines various approaches to family systems, including an overview of systems theory. Students will have an overview of historical and contemporary approaches to family therapy, including Bowenian, Structural, Strategic, Experiential, Psychoanalytic, and Multicultural. Students will practice rethinking interpersonal conflicts and they will develop increased awareness of their own families and their roles in them. Students will also apply systemic ideas to their own required therapies.

**CPSY 4112 Neuropsychological Screening (2 Credits)**

This course is designed for students who are interested in adding cognitive screening or brief neuropsychological screening tests to their practice. The course will briefly review the incidence of traumatic brain injury in criminal justice and the differences between comprehensive neuropsychological assessment batteries, brief neuropsychological screening batteries, and cognitive screening tests. The indications and the benefits of each test will be covered and students will learn test interpretation and report writing for a brief neuropsychological screening battery.

**CPSY 4113 Program Evaluation and Grant Writing (3 Credits)**

Those working with the criminal justice system, like other professionals in human services fields, need to provide effective programs and services that are suited to clients and their context. This course introduces students to evaluation and provides an overview of how forensic psychologists can use this discipline to benefit their clients, practice, and programs. The course will explore evaluation's relationship to research, evaluation theories and typologies, and the many evaluation approaches that have evolved, with a focus on evaluation in human service organizations. We also will discuss recommendations for finding applicable grants, crafting a successful grant application using evaluation results and tools such as logic models, fulfilling grant-mandated requirements, and using evaluation results to complete grant reports and improve programs.

**CPSY 4120 Psychology of Performing Arts (3 Credits)**

Students gain an understanding of the psychological factors involved in the performing arts, including theatre, acting, dancing, music, and circus arts. Students learn about appropriate psychological interventions for these populations to enhance performance. The course format includes lecture, discussion, guest speakers, case studies, and role plays.

**CPSY 4130 Organizational Leadership: Center for Performance Excellence (3 Credits)**

This course is designed to familiarize CPEX Officers with approaches to effective leadership while engaging in leadership roles within the Center for Performance Excellence (CPEX). Students are exposed to successful leadership strategies from the business world and have the opportunity to implement these strategies into their roles as leaders within CPEX. This course is intended for CPEX Officers only.

**CPSY 4150 Psychology of Performance in Business (3 Credits)**

Students gain an understanding of the psychological factors involved in the business world. Factors are examined at the individual, team, and organizational level. Students learn about appropriate psychological interventions for these populations to enhance performance. The course format includes lecture, discussion, guest speakers, case studies, and role plays.

**CPSY 4160 Psychology of High Risk Occupations (3 Credits)**

In this course, students gain an understanding of the psychological factors involved in high risk occupations. High risk occupations include individuals whose profession directly involves saving lives or placing their own life at risk. Students learn about appropriate psychological interventions for these populations to enhance performance and resilience in the high stress situations required by their jobs. The course format includes lecture, discussion, guest speakers, case studies, and role plays.

**CPSY 4200 Practicum I: Professional Orientation (2 Credits)**

In this first quarter, of a three quarter practicum series, we will discuss issues that have bearing on your work with forensic populations, the central features of which include adapting to the culture of professional psychology by exploring relationships and by engaging in conflict resolution. By the end of the quarter, you will be well versed in the ethical guidelines, standards, and dilemmas facing you as forensic trainees. Also, you will be knowledgeable about issues related to stress and burnout in this field, including topics such as suicide and physical assault risks, and working within a system. Importantly, you will develop the skills needed to best utilize feedback and provide constructive feedback to others.

**CPSY 4210 Practicum II: Introduction to Multicultural Issues (3 Credits)**

In this quarter, we will continue our discussion of the interface between psychology and the law. Emphasis will be on cultural/diversity issues that impact our clinical and forensic practice. By the end of this quarter you should be familiar with terms such as cultural competency, cultural humility, and diversity and be able to integrate these into your theoretical framework as well as apply the concepts to your forensic work.

**CPSY 4220 Practicum III: Lifestyle Development (3 Credits)**

This course examines professional development through the lens of the foundational and functional competencies of the MAFP program. Students will explore their professional and clinical growth through self-reflective practice, as well as considering their own present and future professional identity. The course will continue discussion of the interface between psychology and the law and career paths within forensic psychology. Students will continue to focus on increasing clinical skills, with a particular focus on consultation skills, case conceptualization, and report-writing skills through vignettes and discussing issues related to their field placement sites. Didactic emphasis will be on forensic assessment, such that by the end of the quarter students will have been exposed to a variety of forensic assessment techniques and instruments and have an increased understanding of the role of psychological assessment in forensic contexts.

**CPSY 4230 Practicum IV: Theories of Personality Diagnosis (3 Credits)**

This class explores diagnosis beyond organizing external symptoms to a consideration of internal processes, where the internal processes are themselves framed by clinical theories of personality. These include systems theory, performance theory, behaviorism, cognitive-behavior theory, and psychoanalysis. The class also covers the currently dominant research-based theory, the five-factor model, emphasizing its relevance to diagnosis.

**CPSY 4240 Practicum V: Theories of Counseling and Behavioral Health Approaches (2 Credits)**

The majority of class will be spent discussing real cases from your current practicum sites. Discussions will be rooted in psychological theory and orientations, covering both theory and specific therapeutic techniques. Case discussion will be positive, constructive, and ethical. Also, the course will explore specific topics related to clinical work or life after MAFP, including a focused exercise on examining your thoughts and feelings regarding life as an early career professional.

**CPSY 4250 Practicum VI: Professional Identity and Career Development (3 Credits)**

This course is designed to be the capstone experience of the forensic training program, allowing students an opportunity to reflect on and synthesize their developmental path toward early career professional. Course goals include enhancing understanding of theory and practice in the field of psychology and, specifically, the forensic arena; applying knowledge gained throughout the course of the program to practical clinical situations, ethical dilemmas, and "real world" dynamics; understanding the importance of professionalism, collaboration, and integrity in the pursuit of a career in this field; and integrating clinical and didactic experiences during the course of training.

**CPSY 4260 Psychophysiology and Biofeedback Lab (2 Credits)**

This course is designed to be both an introduction to psychophysiology and biofeedback and to its applications, particularly to sport and performance. The principles of psychophysiology, the biofeedback instruments used, the areas of application, the techniques commonly used in conjunction with biofeedback, the diverse field of biofeedback and applied psychophysiology, and the latest uses for optimal self-regulation are covered. The course involves use of biofeedback instrumentation as well as classroom participation and readings and a self-regulation project.

**CPSY 4300 Evaluation and Treatment of Juveniles (3 Credits)**

This course examines the history and philosophy of the American juvenile justice system and the impact of present interventions and societal reforms on the juvenile system. The course provides an overview of the legal framework in which the juvenile justice system operates will highlight the differences in adult and juvenile law.

**CPSY 4310 Ethical and Legal Issues (3 Credits)**

Grounded in the American Psychological Association (APA) Ethical Standards, the American Counseling Association (ACA) Ethics Code, and the APA Specialty Guidelines for Forensic Psychology, this course is designed to examine the ethical principles of psychology and the ethical dilemmas faced by mental health professionals in forensic practice. This course will help provide a solid foundation for learning how to categorize ethical problems, understanding the principles and standards that apply to various situations/ethical problems, and developing a decision-making structure for handling ethical dilemmas.

**CPSY 4323 Issues in Measurement & Cognitive Assessment (3 Credits)**

In this course, students will apply their critical thinking and analytical skills to psychological and forensic assessment, with an emphasis on validity, reliability, and issues of standardization. Lectures will cover the historical bases of assessment and measure design and will also highlight contemporary approaches to testing. The course will provide exposure to recent social criticisms and ethical concerns surrounding psychological testing. Students will also learn to administer, score, and interpret the WAIS. Students will have exposure to other assessment measures (WISC, WIAT, WRAT) and approaches to diagnosis, cognitive, and learning disabilities. Students will understand diagnostic validity, how to identify interpretive material, and how to think ideographically about nomothetic data. Through discussions of legal cases, students learn numerous forensic issues to which cognitive assessment is applicable, including competence to waive Miranda rights, and the ability to enter a contract.

**CPSY 4324 Issues in Measurement & Cognitive Assessment Lab Independent Study (1 Credit)**

This is a 1-credit course for students in the MAFP program to learn about the administration of and issues related to intelligence testing. Students learn to administer, score, and interpret the WAIS and have exposure to other intelligence and achievement test instruments.

**CPSY 4330 Cognitive Behavioral Theory and Interventions (3 Credits)**

Considered the “gold standard” of treatment in many forensic contexts, Cognitive Behavioral Therapy (CBT) covers a broad skill set applicable in a variety of treatment settings. This course addresses the principal theories, techniques, and research relating to CBT, focusing on assessment, case conceptualization and intervention approaches within a forensic setting. An emphasis in understanding CBT theory, applying the theory to cases, and utilizing the techniques with a variety of problems-in-living.

**CPSY 4335 Introduction to Trial Consulting (3 Credits)**

The art of trial consulting is the skill to meld multiple theories, methodologies, and concepts into a working and research-based strategy. This skill is very reminiscent to the art and practice of therapy. As with any practice, be it law, psychology or trial consulting, a solid base is necessary. This course is an introduction into the theory and application of trial consulting techniques in the criminal and civil arena. This overview addresses the key elements in the trial consulting including and introduction into the psycho-legal perspective, the application of research methodologies utilized by trial consultants, and specific interdisciplinary topics within trial consulting. These specific topics include concepts like the theory of persuasion, jury selection, expert testimony, and neuropsychology.

**CPSY 4340 Psychopathology, Evaluation & Treatment of the Adult Offender (3 Credits)**

Psychological theories related to etiology, development and prediction of crime and criminogenic potential. We will review foundational models of criminology, focusing on both risk-need-responsivity as well as strengths-based models. The course is a service learning course in which active practice with assessment tools, motivational interviewing, and feedback is expected.

**CPSY 4350 Sociocultural Issues in Forensic Psychology (3 Credits)**

To the practice of forensic psychology, each of us brings our individual experiences, beliefs, and views on life. We bring our highest selves: our passion, our hard work, our integrity, and our most noble dreams. We also, invariably, bring our worst selves: our “blind spots,” anxieties, misconceptions, and prejudice. As practitioners in a field trusted to explore the limits of human potential and human frailty, we recognize that the costs of ignorance in the arena of cultural awareness are unacceptably high. Rarely, however, do we have the opportunity to take a step back and explore the dynamics of privilege and oppression within society, within our profession, and within ourselves. The goal of this course is to begin the process of reflection and grow in our ability to tolerate ambiguity around issues of profound importance to our clinical practices and personal lives; to question preexisting understandings about how life “is” or “is not”; and to consider with humility, respect, and an open mind perspectives different from our own.

**CPSY 4370 Substance Abuse (3 Credits)**

The objectives of this course are to provide an introduction to the assessment, diagnosis, and treatment of substance abuse and related disorders; to become familiar with the dynamics and etiology of substance abuse; to identify psychometric tools used in the evaluation of substance abuse; to develop working knowledge of the resultant psychological and physiological effects of different substances; and to review evidence-based treatment methods and their application to populations. This course is framed in terms of exploring the different models and therapeutic approaches for understanding substance abuse and misuse.

**CPSY 4380 Group Interventions (3 Credits)**

Interpersonal dynamics of small groups and larger organizational settings; understanding of group processes (such as group formulations and development, group conflict, and group resistance); skills enabling positive group intervention.

**CPSY 4400 Projective Assessment and Report Writing (2 Credits)**

This class covers idiographic (versus nomothetic) assessment techniques that understand responses in functional relation to their occasioning environments, emphasizing clinical interviewing, early memories, and the Thematic Apperception Test. These are integrated with nomothetic test results to understand referral questions. The class also covers assessment report writing.

**CPSY 4410 Criminal Evaluations (2 Credits)**

This course will provide an overview of criminal assessment topics, with an emphasis on the literature, theory, procedure, and tools, including legal competencies, criminal responsibility, violence risk, and malingering.

**CPSY 4420 Research in Forensic Psychology (1 Credit)**

This elective course allows MAFP students to build upon their prior foundational coursework to pursue applied research opportunities during their time in the master's program. It is intended as a 3-course sequence (from first-year spring quarter through second-year winter quarter) for students interested in taking a research project from start to finish, with the goal of producing a conference submission and/or publishable paper. In this course sequence, students will create, implement, and present one or more independent, student-led research project(s) with the mentorship of faculty instructors. Course content will include an applied overview of the research process, developing measures and materials, IRB, data analysis/SPSS, conference and publication submission, and related topics. Students will receive mentorship in their own original research project as part of this course. The class period reflects the formal, collaborative period of interaction with the course instructors and classmates. However, the scope and nature of the projects undertaken by the student researchers involves substantial work on the student's part outside of class time. It also necessitates meeting with the faculty research mentor(s) periodically for individualized project mentorship.

**CPSY 4430 Career Counseling (3 Credits)**

This course is designed to teach the theoretical framework of career counseling, and introduce the basic counseling tools used in the career counseling process. The course presents major theories of career development, introduce sources of occupational information, and introduce principles of assessment in career counseling. The impact of diversity and difference on career development and choices, as well as the career counseling process, is also explored. Topics include: the role of interests, skills, values and personality in the career development process; social, cultural and family influences on the career development process; and career development across the lifespan.

**CPSY 4500 Foundations: Trauma and Global Psychology (2 Credits)**

This course is designed to introduce students to core concepts in the fields of trauma psychology & global mental health including: mental health and psychosocial consequences of disaster, cultural considerations in diagnosis and treatment, best practice intervention frameworks and associated guidelines, and basic principles and ethical issues in the delivery of mental health related humanitarian assistance. Through integration of perspectives from various disciplines (e.g. clinical and social psychology, public health, medical anthropology, humanitarian studies), and with a focus on current challenges and opportunities in the relatively new field of Trauma Psychology & Global Mental Health, students will become familiar with mental health and psychosocial issues in international complex emergencies, including possible international career paths for MA psychology graduates.

**CPSY 4501 Psychotherapeutic Models of Intervention (3 Credits)**

Major psychological models of intervention are the focus of this course. The major theoretical models of personality development, psychopathology and theories of intervention are explored including psychodynamic, family systems, behaviorism, cognitive-behavioral approaches and others.

**CPSY 4503 Clinical Interviewing (3 Credits)**

Theoretical and practical issues related to clinical interviewing in international and national disaster settings.

**CPSY 4505 Multiculturalism and Diversity (3 Credits)**

This course continues introducing students to the central concepts of multicultural counseling competencies and multicultural consciousness. The three aspects of cultural competency are addressed in this course: awareness, knowledge, and skills (Sue & Sue, 2016). Additionally, we will examine a range of diverse populations by race, ethnicity, gender, sexual orientation, and physical differences is included in order to examine the cultural context of accurate assessment and appropriate interventions in counseling diverse clients. Students will examine the role, function, and effects of oppression in society as it relates to social, economic, and environmental justice. Assumptions underlying theory and research methodologies from which basic constructs of human behavior are drawn will be examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Students will learn about the importance of examining power and privilege in the counseling space and/or creating space for each other to explore their own cultures and the biases and internalized messages about those who are different from themselves.

**CPSY 4509 Global Mental Health Systems (3 Credits)**

This course will focus on the dynamics of mental health systems in developing countries.

**CPSY 4510 Intercultural Practice and Development (2 Credits)**

This course is designed to prepare students for work with a variety of vulnerable populations in cross-cultural settings. Specifically, this course will prepare students for an 8-week international mental health/psychosocial summer internship in countries with a history of acute, chronic, and/or cyclical human-made and natural disasters (although most are now in a stabilization, reconstruction, and/or development phase). Through a blended composition of instruction, self-reflective exercises, case studies, course readings, lectures, and guest speakers, and integrating perspectives from social psychology, cross-cultural psychology, and medical anthropology, students are expected to identify and reflect on personal expectations heading into internship. In addition, this course is designed to provide students with the skills necessary to anticipate and problem-solve cross-cultural challenges, including potential value conflicts and miscommunication that may arise while in the field.

**CPSY 4512 Disaster Mental Health (3 Credits)**

This course will explore disaster response systems and their mental health components.

**CPSY 4515 Ethics (3 Credits)**

The course is designed to educate students about the ethical guidelines in psychology applicable to the field of IDP. Students will learn the APA Ethics Code as well as other more specialized ethics guidelines applicable to the field of IDP. Students will be expected to identify, address and resolve potential ethical conflicts. Potential future trends in the development of ethics in the area of IDP will be addressed.

**CPSY 4530 Program Evaluation (3 Credits)**

Theory and techniques for developing management information and assessment systems for human service programs. Organization evaluation of international organizations will be discussed. Psychosocial interventions will be highlighted.



**CPSY 4535 Practicum: Professional Identity and Practice (2 Credits)**

This academic and practicum course in professional identity and practice focuses on introducing students to professional practice of psychology. The focus of this seminar is on developing a professional identity as a clinician and understanding the use of supervision. Various topics will be emphasized in this course that include professional issues, career development and ethical and legal issues. Self-reflective practice will be emphasized and encouraged.

**CPSY 4536 Practicum: Working With Diverse Populations (2 Credits)**

The academic and practicum course focuses on working with diverse populations globally. Students will reflect on the aspects of their identities and those of their client and how they influence psychotherapy. Cultural considerations will be considered in the areas of interviewing, case conceptualization, development of treatment goals and clinical practice generally. Topics related to cultural humility, intersectionality and identity, stigma and oppression, use of interpretation and various transnational populations will be emphasized.

**CPSY 4537 Practicum: Interview, Assessment and Diagnosis (2 Credits)**

The focus of this course is academic and practicum experiences related to interviewing, assessment, and diagnosis in practice. Guest speakers, readings, and panels will focus on special considerations for clinical interviewing and assessment with immigrant, refugee, and marginalized populations in the United States.

**CPSY 4538 Practicum: Life-span Considerations in Practice (2 Credits)**

This academic and practicum course in Life-span Considerations in Practice considers various life-span issues of importance when working with individuals and their families in practice. Important experiences of childhood, adolescence, early adulthood, adulthood and late adulthood and their relevance to and presentation in psychotherapy are considered.

**CPSY 4539 Practicum: Evidenced Based Practices in Psychology and Counseling (2 Credits)**

The purpose of this practicum is to provide opportunities for didactic and experiential learning in evidence-based practice in psychology, and integrated mental health (IMH). This practicum will also serve as group supervision of clinical work being conducted in the TDRC. Practicum is a quarterly required course in the MAIDP program. It is on a two-year cycle focusing on developing therapeutic clinical skills. Practicum work in field-placement sites in the Denver community as well as supervision of cases in the Trauma and Disaster Recovery Clinic occur in this practicum.

**CPSY 4540 Practicum: Biopsychosocial Systems in Practice (2 Credits)**

This academic and practicum course in Biopsychosocial Systems in Practice considers ways in which cultural, political, environmental, social, physical and developmental factors influence human experience including mental health. The practicum explores how these multi-systemic and interacting factors come to bear on clients' experiences and presentations and how this informs our work.

**CPSY 4542 Psychophysiology (3 Credits)**

This course is designed to expose students to the field of physiology and highlight it's reciprocal relationship with behavior. We will cover topics including the structure and function of the nervous system and areas of research relevant to clinical psychology (e.g. substance abuse, mental illness, and biological rhythms).

**CPSY 4544 Psychological Assessment in Multicultural Contexts (3 Credits)**

This course focuses on the building blocks of psychological assessment and interviewing across cultural contexts, with a focus on identifying culturally valid and therapeutically useful assessment techniques. This course focuses on assessment techniques useful for rapport building, case formulation and treatment planning, risk assessment, and diagnostic evaluation. Methods for summarizing and communicating assessment results with allied professionals and providing assessment feedback to clients and families will also be reviewed. Special emphasis will be placed on developing skills necessary for immigration evaluations, such as asylum, hardship, VAWA, and U-Visa evaluations. Throughout the course, principles of multicultural assessment will be combined with key lessons from therapeutic assessment so that students develop a keen understanding of how assessment can be empowering to clients and families on an individual level, and can further principles of social justice on an ideological level.

**CPSY 4545 Lifespan Development and the Cultural Context (3 Credits)**

This course is designed to examine the various stages of human development, with a special focus on the influence of culture. Students will become familiar with normative developmental processes, methods of studying development, and various theoretical foundations of developmental science. Through the use of lecture, readings, class discussion, and observation, students will be challenged to consider their own development and think critically about the development of others. Students will apply basic information about development to current issues in the field and consider the influence of cultural context on relevant areas of development across the lifespan.

**CPSY 4550 Seminar: Therapeutic Interventions (3 Credits)**

Small group seminar is a small group class designed to provide students a discussion forum to share and integrate their experiences in the IDP Master's Program. Students are expected to address and share their field placement experiences with other students in their seminar. The seminar will also provide instruction on the implementation of theory in IDP to practice in multiple settings. Faculty will provide supervision for the students' field placements.

**CPSY 4556 Trauma Interventions from Cross-cultural Perspectives (3 Credits)**

This course, taught by a different visiting professor each year, will take an in-depth look at trauma and the development of mental health systems and interventions internationally.

**CPSY 4562 Public Policy and Advocacy (2 Credits)**

This course focuses on mental health policy and advocacy in the United States and in countries around the world. Students will learn about the World Health Organization policies on mental health and substance abuse and issues of mental-health stigma globally.

**CPSY 4563 Family Therapy (3 Credits)**

This course examines various approaches to family systems, including an overview of systems theory, plus ideas that have been labelled structural, strategic, and Bowenian. Goffman's performance theory will also be emphasized, especially as it applies to clinical work. Students will practice rethinking interpersonal conflicts, and they will develop increased awareness of their own families and their roles in them. Students will also apply systemic ideas to their own required therapies.

**CPSY 4564 Advanced Spanish Language for Clinical Practice (2 Credits)**

The purpose of this course is to help students with intermediate to advanced competency in Spanish to develop their clinical linguistic skills in order to better meet the mental health needs of the Latinx population in the United States, and, in the case of those doing international work, in Latin America. Students will be required to take a Spanish proficiency exam, prior to taking the course. The course will focus on developing Spanish abilities in the following areas: 1) building rapport and demonstrating basic helping skills, 2) explaining the purpose and process of therapy/evaluation, 3) conducting diagnostic interviews and intakes, 4) providing psychoeducation about different diagnoses and mental health problems, 5) conducting crisis assessments, and 6) providing skills-based treatments.

**CPSY 4567 Culture Lab: Cultural Humility & Global Mental Health Internship Preparation (1 Credit)**

This course is designed to prepare IDP students for work with a variety of organizations and vulnerable populations in cross-cultural settings, both in-person and virtually. Specifically, this course will prepare students for an 8-week international mental health/psychosocial summer internship in countries with a history of acute, chronic, and/or cyclical human-made and natural disasters (although most are now in a stabilization, reconstruction, and/or development phase). Through a blended composition of instruction, self-reflective exercises, case studies, course readings, lectures, and guest speakers, and integrating perspectives from social psychology, cross-cultural psychology, and medical anthropology, students are expected to identify and reflect on personal expectations heading into internship. In addition, this course is designed to provide students with the skills necessary to anticipate and problem-solve cross-cultural challenges, including potential value conflicts and miscommunication that may arise while in the field.

**CPSY 4570 Crisis Intervention & Suicide Prevention (3 Credits)**

Mental Health professionals are frequently called upon to intervene in various crisis situations, either at the point of crisis event or in the aftermath. The course includes an emphasis on both domestic and global frameworks and is designed to provide a stimulating environment in which students critically examine theoretical models, recent research, good practice standards, and contemporary debates regarding crisis and suicide intervention strategies. This course teaches a model and techniques for assessment, initial intervention and follow-up with individuals in high stress situations requiring immediate crisis intervention (both domestically and globally). Additional topics include: assessment and intervention in cases of risk of harm to self, non-suicidal self-injury (NSSI) violence in the schools, severe and persistent mental illness (SPMI), working with chronically suicidal clients, the emerging field of Critical Suicidology, M-1 Holds, suicide terrorism and other forensic issues and public health and prevention models. The class will explore ethical issues surrounding intervening in crisis situations. We will also attend to how issues of marginalization and oppression, as well as strengths and resiliency factors, affect crisis intervention with people of color, LGBTQIA+ individuals, indigenous communities, women and others who experience social, economic and political disenfranchisement. Designed to assist students in developing critical thinking skills, necessary for crisis intervention related assessment, program design, implementation, and evaluation this class features case studies and mock risk assessments so that students feel ready to conduct these skills in the real world. At the end of this course students should have knowledge of how to intervene in various types of crises based on empirically supported frameworks and recent developments in the field.

**CPSY 4590 Psychology of Loss and Grief (2 Credits)**

A review of the theory of loss and grief. The course reviews cultural understandings of loss and grief as seen following disaster and conflict. Treatment modalities of loss and grief are also presented.

**CPSY 4595 Global Mental Health Internship (6 Credits)**

Students will spend one quarter in various international locations working in full time internships with international nonprofit organizations applying the principles and knowledge obtained during their study in the IDP program. Students will work under faculty and professional supervision.

**CPSY 4606 Sexuality and Gender-based Violence (3 Credits)**

This course will explore human sexuality across the life span as well as and gender-based violence (GBV) in both domestic and international settings. Through engagement with historical artifacts, academic research, case studies, documentary films, and interviews with survivors, students will gain an in depth understanding of the dynamics of violence as it relates to gender identity and expression, sexual orientation, race, class, religion, and culture through the interconnectedness of oppression and critical cultural considerations. We will examine the socioecological and psychological impact of violence, including gender socialization, societal/cultural messages and norms about violence, and the pervasive impact of trauma for survivors of identity-based violence. Students will work collaboratively to interrogate barriers to change, identify effective prevention and response strategies, and develop skills to respond compassionately and intervene in culturally appropriate ways.

**CPSY 4610 Exercise Physiology (4 Credits)**

This course offers an advanced study of selected areas in physiology of sport and exercise. The applied perspective emphasizes understanding the principles in designing effective conditioning programs for performance, fitness, and health. Empirically valid principles of training for muscular fitness (e.g., strength, power, speed) and energy fitness (i.e., aerobic and anaerobic) are explored. Additionally, environmental influences (e.g., altitude), lifestyle choices (e.g., nutrition), and selected developmental considerations (e.g., as related to gender differences) are discussed. Applications to sport and performance psychology consulting in sport, performing arts, and high-risk professions complement the course content.

**CPSY 4620 Kinesiology (4 Credits)**

This course is an in-depth exploration of selected areas of kinesiology as a discipline and a profession focusing on human movement. Based on interdisciplinary theoretical and empirical perspectives, the explored areas include: (a) functional anatomy as related to adaptations to training; (b) biomechanics; (c) neurophysiological processes involved in motor learning and motor control; and (d) other relevant biophysical processes (as related to talent selection and development, physiological adaptations to training, etc.). In addition, this course surveys career opportunities in academic study and clinical practice in various areas of sport, fitness, exercise, and physical education.

**CPSY 4635 Athletic and Performance Nutrition (4 Credits)**

Graduate level course educating student-coaches and administrators and performance specialists to use research and best practices in performance nutrition to achieve athletic and performance enhancement, and general wellbeing. The course will help facilitate students' ability to influence sporting and general environments to use nutrition as a means to enhance performance, with a secondary examination of preparing students to understand and manage individual differences, needs, and motivations for food choices. Course content will include modeling nutrition, encouraging a sense of family at team meals, leveraging media to internalize nutrition behaviors, and impacting availability of positive nutrition choices.

**CPSY 4652 Theoretical Aspects of Sport and Performance Psychology (3 Credits)**

This course is an in-depth exploration of selected aspects of the theories of sport psychology along with applications of these theories to other performance domains. An advanced understanding of the field of sport and performance psychology is pursued in relation to psychosocial aspects involved in both the preparation and performance processes among adults, youth, and children who represent all skill levels. The explored areas include: (a) motivation, confidence, and anxiety in sport and performance, (b) selected topics in social psychology and psychobiology, (c) psychological skills training, and (d) special topics (e.g., personality, flow, injuries, burnout).

**CPSY 4653 Sport in American Society (4 Credits)**

This course examines sport as a social construct within American society. Both aspects of this relationship will be explored: (1) The influence of social context on sport, and (2) The influence of sport on society. The course will emphasize sport as an agent for social change. Topics for exploration will include the intersection of sport and: gender, race/ethnicity/culture, socioeconomic status, media, violence, deviance, religion, and politics.

**CPSY 4657 Motivational Interviewing (2 Credits)**

This is an advanced course reviewing the theories and research findings related to motivational interviewing with the goal to apply them to performance (athletic, non-athletic) and exercise contexts. Topics include motivation for behavior change, transtheoretical model of behavior change, self-determination theory as applied to behavior modification, and the relationship between and the influences of emotion and motivation on counseling and sport and performance consultation. This course will place an emphasis on relating current leading theories and research evidence to consulting work. Equally in importance, there will be in-class hands-on activities (e.g., role playing), experiences (e.g., self-reflective tasks) and assignments (e.g., role playing tasks) that will add to the student competence in motivational interviewing.

**CPSY 4658 Motivational Interviewing: Consolidation Lab (1 Credit)**

This is an advanced laboratory to complement an existing motivational interviewing course and will possess an intense hands-on in-class practice. The goal is to further consolidate learning accomplished in the 2-hour motivational interviewing course through role-plays with frequent illustrations and feedback from the instructor. Equally important, there will be continued references to the current theory and practice in the space of human behavior change and personal growth. Role-play scenarios will be relevant to sport and performance consultation and healthy lifestyle counseling.

**CPSY 4662 Foundation of Counseling Theories (3 Credits)**

This course will review major contemporary counseling models, theories, procedures, and the helping relationship. Advanced study of techniques and research findings. Survey of principles underlying individual, family systems, and multicultural approaches to counseling.

**CPSY 4669 Consulting Methods & Practices (3 Credits)**

This course is an advanced exploration of theories, research findings, and skills related to the practice of consultation in performance settings. Specific topics include: (a) the consultant roles; (b) the major theoretical approaches to consultation (e.g., mental health, systemic); (c) the processes and stages of consultation (e.g., developing interpersonal relationships; design, implementation, and evaluation of service delivery); (d) ethical and multicultural issues; and (e) students' personal strengths and concerns in the role of a consultant (e.g., values interpersonal style, and consultant variables that impact the effectiveness of their role as an agent of behavior change).

**CPSY 4671 Theories of Performance Excellence (3 Credits)**

This course is designed to familiarize students with theories of performance excellence developed by leading practitioners. Each week, students are exposed to a different practitioner's approach, which often includes an opportunity to observe the practitioner's style through video. Emphasis is placed on the role of theory in practice, theory-based conceptualizations utilizing a case study format, and comparing and contrasting the different theories.

**CPSY 4672 Counseling Methods & Practices (3 Credits)**

This course is an introduction to counseling microskills and techniques needed in helping relationships, with attention to building the therapeutic alliance. Emphasis placed on learning skills in small group format. Laboratory experience in demonstrating skills and the ability to form an effective counseling relationship is required. Pre-practicum experience to prepare students to work with clients.

**CPSY 4674 Clinical Issues: Interviewing and Diagnosis (3 Credits)**

This course examines adult psychopathology as classified in the DSM. Special emphasis will be placed on the intersection of performance with more traditional psychopathology. Students learn about etiology, symptomology, epidemiology, and treatment issues. Possible causes and contributory factors are examined, as well as theoretical and multicultural considerations. Prerequisites: Theoretical Aspects of SPP, Applied SPP, and Ethical Issues in SPP.



**CPSY 4676 Assessment and Measurement (3 Credits)**

This course covers the selection, use, and proper interpretation of common sport and performance psychology assessments. Basic principles of educational and psychological measurement, including test construction, validity, and reliability are addressed. The assessments taught include those used for individual assessment, individual selection, and organizational assessment (360 degree feedback, surveys, etc.). Prerequisites: CPSY 4652, CPSY 4690, and CPSY 4682.

**CPSY 4680 Sport and Performance Psychology Practicum (3 Credits)**

This course will familiarize students with professional issues relevant to the practice of sport and performance psychology. Students will be presenting and analyzing their current applied experiences as coaches and leaders in sport and performance settings in the community. This is a participation-intensive course and the students will receive feedback and suggestions from both the instructor and peers in a group supervision format. Importantly, the ongoing feedback and readings will provide an opportunity for students to understand and apply theories and practice systems of behavior change in sport and performance psychology in the context of their own clients/cases. Students will learn the roles and responsibilities inherent in professional and ethical consultation, with a special emphasis given to the dilemmas of serving as an embedded consultant.

**CPSY 4681 Multicultural Issues (3 Credits)**

This course covers the research and theories of counseling the culturally different client. Students are expected to develop multicultural skills, including culturally-based conceptualization, assessment, and selection of culturally appropriate intervention strategies. This course will examine these issues in general, with a special emphasis on those in sport and performance cultures. This is both an experimental and seminar-based course, aimed at developing student's personal awareness, knowledge, and skills.

**CPSY 4682 Ethical and Legal Issues (3 Credits)**

This course introduces the students to the ethical principles, codes, and standards related to the profession of sport and performance psychology. This includes an overview of the regulation of the practice of psychology, the relationships between ethical codes and legal statutes, and the development of a personal model for ethical decision-making.

**CPSY 4683 Group Interventions (3 Credits)**

This course is a survey of group counseling methods and techniques from a theoretical and applied perspective. The course will include practical application of group counseling interventions. Prerequisites: demonstrated knowledge of ethical principles and departmental consent.

**CPSY 4684 Team and Organizational Dynamics (3 Credits)**

This course examines the principles, theories, and research of human functioning in performance related teams and organizations. It explores the social and psychological factors influencing behavior in organizations, along with individual differences, dyadic relations and small group behavior. Students learn about the dynamics of team and organizational diagnosis, feedback and learning, intervention, and planned change.

**CPSY 4685 Human Growth & Development (3 Credits)**

This course is a comprehensive analysis of theories and research relating to human psychological development and learning across the lifespan. It explores the cognitive, affective, academic, physiological, moral, and social/cultural/racial domains. An emphasis is placed on a) the theoretical models underlying character and moral development, and b) adolescent and college student development theories.

**CPSY 4686 Practicum in Sport and Performance Psychology: Professional Practice (3 Credits)**

This course provides an examination of the critical components of successful and ethical professional practice and career building in sport and performance psychology in conjunction with intensive provision of sport and performance psychology services. The entire body of sport and performance psychology theoretical and applied knowledge as well as the skills that the students have acquired will be utilized. Additionally, rigorous self-reflective activities and ethical decision-making will increase the student professional and personal growth as directly related to effectiveness in the sport and performance psychology practice. Emphasis will be placed on diversifying and integrating theoretical knowledge and applied strategies and skills while simultaneously engaging in supervised independent work in real life sport and performance settings.

**CPSY 4688 Seminar in Sport and Performance Psychology (3 Credits)**

Advanced seminars offered by sport and performance psychology faculty on topics relevant to the practice and science of sport and performance psychology area.

**CPSY 4689 Psychophysiology and Biofeedback (2 Credits)**

This course explores the underlying mechanisms and psychophysical determinants of behavior in sport and performance settings. Students learn the use of biofeedback in achieving voluntary self-regulation and control of stress related behaviors.

**CPSY 4690 Sport and Performance Psychology Interventions (3 Credits)**

This course is designed to familiarize students with the application of sport and performance psychology interventions. Students experience the building of a sport and performance psychology program. This program includes the cardinal skills of relaxation, concentration, imagery, self-talk, and mental routine; followed by broader topics such as goal setting, motivation, confidence, cohesion, engagement, and mastery. The instructor briefly reviews relevant theory and research followed by demonstrations of techniques and strategies, after which students learn by doing. Specific attention is given to blending the science of peak performance with the art of applying science.

**CPSY 4692 Entrepreneurship in Sport and Performance Psychology (3 Credits)**

The primary goal of this course is to provide students with an overview of skills necessary to succeed in the entrepreneurial profession of sport and performance psychology. The course is flexibly designed to accommodate the students' desired career paths. Topics covered may include: sales and marketing, developing a practice, job search and interviewing skills, and understanding the job market.

**CPSY 4700 Organization and Administration of Sport (4 Credits)**

Graduate level course to educate students on the organization and administration of sport and sport coaching. Course content includes emergency action planning, facility management, human resource management, evaluation and development, legal responsibilities, record keeping, finance, and public relations. Students will learn how to lead organizations and coaching staffs to develop fair and safe participation.

**CPSY 4705 Sociocultural Aspects of Sport Coaching (4 Credits)**

Graduate level course to educate students on the sociocultural and social-psychological aspects of sport coaching and athletic performance. Students will understand how to analyze and apply social, sociological and social-psychological theory to sport coaching and athletic performance. Consideration will be given to developing a critical understanding of sport coaches' knowledge development, and how to implement multiple, effective and ethical strategies to enhance coach and athletic performance.

**CPSY 4710 Motor Learning and Sport Pedagogy (4 Credits)**

Graduate level course to educate students on the science and practice of how athletes learn motor skills and how coaches can facilitate skill acquisition. Course content includes the scientific and theoretical frameworks of motor learning, with a secondary examination of motor control and development. Applied course content will focus on how coaches can use learning strategies such as demonstration, instruction, feedback, and practice planning to improve athletic performance.

**CPSY 4712 Tactical Strength and Conditioning Coaching (2 Credits)**

The purpose of this course is to educate students on the scientific, theoretical and practical aspects of tactical strength and conditioning. Students will learn how to design tactical strength and conditioning programs to enhance performance and reduce and lessen the severity of injury. This course is also intended to help students begin to prepare to pass the National Strength and Conditioning Association's (NSCA) Tactical Strength and Conditioning Facilitator (TSAC-F) certification, and related professional development opportunities.

**CPSY 4715 Strength, Conditioning, and Injury Prevention Program Design (4 Credits)**

Graduate level course to educate students on the scientific, theoretical and practical foundations of strength, conditioning and injury prevention. Students will learn how to design strength and conditioning programs to enhance athletic performance and reduce and lessen the severity of injury. This course is also intended to help students become familiar with the National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist (CSCS) exam, and position statements from several national governing bodies on athlete safety and physical performance.

**CPSY 4720 Psychology of Athletic Performance (4 Credits)**

Graduate level course to educate students on the psychological aspects of athletic performance, and secondarily coach performance. Course content includes the theoretical and practical application of established mental skills (e.g., motivation, efficacy, arousal, anxiety, focus, self-awareness, goal-setting, imagery, team cohesion). Concepts will be applied to the evaluation and creation of practice and training plans to enhance athletic performance.

**CPSY 4722 Social-Psychology of the Body, Health, and Performance (2 Credits)**

The purpose of this course is to understand the ways in which people in society understand the body in sport, physical activity and health and wellness. Or in more simple terms, answer the question: why society thinks about the sporting, healthy and physically active body in the ways that it does? In order to acquire this understanding we will explore the complex and powerful historical, social and cultural forces that have shaped the assumptions underpinning the sporting, physically active and healthy body. No prerequisites exist for this course.

**CPSY 4723 Applied Sports Technology for Coaches (2 Credits)**

This elective graduate level course is designed to educate students on the uses, effects, and ethics of technologies on athletic performance. Students will learn about the breadth of research and uses of technologies in attempts to enhance athletic performance. Course content includes surveying the sports technology field, technology ethics, positive and negative effects of technology, evaluating knowledge claims (i.e., reliability, validity, measurement issues), and common uses of technology to enhance performance (e.g., team communication, athlete monitoring and tracking, instruction and feedback, apps).

**CPSY 4725 Philosophy and Ethics of Sport Coaching (4 Credits)**

Graduate level course to educate students on the philosophical, social, and ethical foundations of sport and sport coaching. Course content includes the history and formation of sport and sport coaching, social issues (e.g., race, class, gender, inclusivity, etc.), how sport is used for (un)desirable ends and the public good, the coach's role in demonstrating and encouraging ethical behavior, and promoting a healthy and safe environment for numerous stakeholders. Leadership theory (e.g., transformational and servant leadership, emotional intelligence, athlete-centered coaching) is also touched upon and discussed in relation to the ethics and norms of sport, and the relationship between educational institutions and sport/athletics. There are no prerequisites for this course.

**CPSY 4730 Biomechanics of Athletic Performance (4 Credits)**

Graduate level course to educate students on the biomechanics of athletic performance. Students will learn quantitative and qualitative methods of biomechanics to analyze and enhance athletic performance and prevent injury. Course content includes knowledge of the musculoskeletal system, force development and how additional factors such as body composition and joint structures influence athletic performance and injuries.

**CPSY 4735 Understanding Sport Research (4 Credits)**

Graduate level course to educate students on understanding and doing sport research. The primary focus of this course is on facilitating student's understanding of research methods commonly used in sport research. Secondly, the course will examine how research is actually done, including reviewing the literature and writing and referencing scholarly work. Course content will cover topics such as paradigms and philosophy of science, epistemology and the creation of knowledge, and numerous research designs, methodologies and methods. Content will also include understanding statistics and qualitative methods.

**CPSY 4736 Practicum in Strength and Conditioning and Fitness Coaching (1 Credit)**

The purpose of the Practicum in Strength, Conditioning, and Fitness Coaching course is to help students gain the knowledge, skills and attitudes to become a quality coach and a reflective practitioner through experiential learning. Students will be provided with a variety of strategies and methods to solve real-world strength, conditioning, and fitness coaching problems in real life settings. Students will draw upon other coursework, research, and practical insights to exercise professional judgement. Students must complete at least 50 hours of coaching throughout the quarter.

**CPSY 4751 Applied Sport Coaching 1: Intro to Reflective Practice & Applied Research (1 Credit)**

Applied Sport Coaching 1 introduces students to reflective practice and how to become a reflective practitioner. Students will draw upon a variety of discourses and practices to understand the significance of framing and naming problems and implementing potential solutions within their own context. To help become a skilled scholar-coach, students must complete at least 50 hours of coaching or coaching related duties throughout the quarter. The course culminates with an introduction to action research, and other forms of applied research, and shifts the student from their own reflective practice to a wider, rigorous social research approach to addressing sport or coaching problems.

**CPSY 4752 Applied Sport Coaching 2: Theory, Literature, and Planning Applied Research (1 Credit)**

Applied Sport Coaching 2 introduces students to key issues and challenges of the action research process and additional forms of applied research. Students consider the meaning and social construction of science, research, and enduring concerns such as ethics, power, and benefit and harm. Students consider the role theory takes in action and applied research, identify a focus of the research, review relevant literature, and develop relationships with key stakeholders. Students may also submit institutional review board approval and develop additional materials or tools for their research.

**CPSY 4753 Applied Sport Coaching 3: Data Collection and Analysis (1 Credit)**

Applied Sport Coaching 3 exposes students to issues and methods pertaining to data collection and analysis. Also, students reconcile issues related to the research process and make decisions that focus the scope of the research. Students further their relationships with key stakeholders and, if not already, obtain institutional review board approval prior to data collection. With stakeholders, students solidify the framing of the problem to be addressed and use data collection and analysis methods to understand the problem.

**CPSY 4754 Applied Sport Coaching 4: Implementing Action Plans (1 Credit)**

In Applied Sport Coaching 4, students plan, implement, and reflect on their action, or applied, research. Students' time is "in the field" working through the messy complexities of practice in relation to theory and method. Students learn to manage obstacles that arise and deepen their understanding of what is going on in practice and why. As needed, students revisit theory, literature and method to develop new insights on the path of implementing a rigorous sustainable solution to their identified research problem.

**CPSY 4755 Applied Sport Coaching 5: Writing and Communicating Research (1 Credit)**

Writing up research, as well as creating other ways to communicate the action research to stakeholders and partners, is a significant challenge. In Applied Sport Research 5, students learn issues related to journal style guidelines, including key issues such as audience, tone, writing style, and submission guidelines and instructions for authors. Also, students learn how to communicate in a variety of ways to lay audiences and community partners and stakeholders, which is essential to providing benefit to partners.

**CPSY 4756 Applied Sport Coaching 6: Knowledge Dissemination and Reflection (1 Credit)**

Applied Sport Coaching 6 is the culmination of two key milestones. First, this course facilitates students' dissemination of their action, or applied, research studies. Students finish their written manuscript and submit it for publication. Students also reflect on the entirety of the research process and reflective practice. Through the submission process, students develop an understanding of what it takes to become a scholar-coach, they contribute to the advancement of science in sport, and they have their work challenged by the peer review process. Second, this course is the culminating experience for students in the Masters of Arts in Sport Coaching degree program. Students reflect on their growth while in the program and consider next steps on the journey as lifelong learners and scholar-coaches.

**CPSY 4780 Internship in Sport (1-4 Credits)**

The purpose of the internship in sport course is to help students gain the knowledge, skills, and attitudes to become quality coaches and reflective practitioners through experiential learning. Since this is an internship, this course will provide basic to intermediate-level content, and will also prepare the student for professional experience in sport or strength and conditioning areas. Students will draw upon course content and their practical experiences to reflect upon the theoretical, scientific, and ethical aspects of coaching, training, and programming. Students will learn how to integrate their knowledge and skills to identify and solve problems. Students must complete at least 75 hours of coaching for every one hour of credit enrolled. In most cases, students can expect to spend between three to five hours on reading and writing assignments per week AND will complete a minimum of 7.5 hours per week (1 credit) coaching at their respective internship site throughout the quarter. Students should not (un)intentionally load hours into a few weeks in order to complete the duration requirement. Course activities and assignments were created assuming students will be coaching. Students must meet the 75 hour requirement for each credit hour by doing coaching, training and programming related practices (i.e., instruction, feedback, planning, administrative, etc.) and not (mostly) observing and custodial responsibilities. The intensity of experience should be complex, rich and lend itself to reflection. 1. Students will complete a detailed log/reflective journal showing how students achieved a minimum of 7.5 hours of hands-on coaching per week (per credit hour) throughout the course and the activities performed. 2. Students will demonstrate reflective practice through problem setting, problem-solving, reframing, and strategy generation for their own coaching experiences. 3. Students will demonstrate behavioral competencies identified by CASCE (Council for Accreditation for Strength and Conditioning Education) or NCACE (National Committee for Accreditation of Coaching Education) for quality coaching. 4. Students will articulate their experiences and create a plan to enhance their coaching quality, personal goals, or athletic performance by identifying the most relevant areas to be improved.

**CPSY 4991 Independent Study (1-4 Credits)****CPSY 4995 Independent Research (1-17 Credits)****CPSY 5000 Rad Behav/Func Contextl Models (3 Credits)**

This course is designed to provide a historical, philosophical, and conceptual background to better understand and appreciate Behaviorist views of "being-in-the-world". The course lays the foundation for the sophisticated application of the science of behaviorist theories and methods for the assessment of clinical problems and the art of doing psychotherapy. The course will invite a little discomfort, disturb some preconceptions, and compel students to address some difficult questions and thorny issues. Among the goals of this course are to see students commit to being more than a psychologist technician, to encourage them to develop a guiding philosophical core in their practice as a psychologist; to assist them in clarifying or deepening whatever philosophical worldview they may hold; and that they will have achieved an informed understanding of radical behaviorism/functional contextualism - whether or not they choose to further pursue these models.

**CPSY 5005 Clinical Foundations of Psychotherapy (3 Credits)**

This graduate-level course provides an introduction to fundamental psychotherapy theories and essential clinical skills for therapeutic practice. Students will explore major theoretical frameworks, including psychodynamic, cognitive-behavioral, humanistic, and systemic approaches while developing foundational competencies in active listening, rapport-building, case conceptualization, and intervention techniques. Through a combination of lectures, experiential learning, role-playing exercises, and case discussions, students will gain practical skills necessary for effective client engagement and treatment planning. Ethical considerations, cultural competence, and evidence-based practices will also be emphasized. By the end of the course, students will have a solid foundation to continue advanced training in psychotherapy and clinical practice.

**CPSY 5010 Cognitive & Affective Bases of Behavior (3 Credits)**

This course explores the foundational and cutting-edge research in cognitive and affective psychology, emphasizing their roles in human behavior. Students will gain a deep understanding of the psychological processes underlying perception, attention, memory, decision-making, emotion, motivation, empathy, and affect regulation. The course also addresses how cultural and biological factors influence cognitive and emotional processes. Throughout the course, students will critically engage with primary research, integrating diverse theoretical perspectives and empirical findings. The format includes weekly lectures, readings, and structured discussions, with a focus on honing critical thinking and academic communication skills. Students will refine their ability to evaluate, synthesize, and present scientific evidence, preparing them for advanced research and clinical practice.

**CPSY 5015 Overview of Theoretical Orientations (3 Credits)**

This graduate-level course provides an in-depth exploration of foundational psychotherapy theories that inform clinical practice. Students will examine major theoretical approaches, including psychodynamic, cognitive-behavioral, humanistic, existential, and systemic models, with an emphasis on historical development, key concepts, mechanisms of change, and contemporary applications. Through readings, discussions, and case studies, students will critically evaluate the strengths and limitations of each theory, considering their relevance to diverse populations and presenting concerns. Ethical and cultural considerations in theory application will also be explored. By the end of the course, students will have a comprehensive understanding of psychotherapy theories, preparing them for advanced study and clinical training.

**CPSY 5020 Psychoanalytic Models (3 Credits)**

Psychoanalytic theories, including Freud's topographic and structural theories, ego psychology, object relations theory and modern relational theories, including self-psychology and intersubjectivity.

**CPSY 5025 Trauma Psychology (3 Credits)**

This course focuses on the understanding of trauma and stressor-related disorders. Students will learn foundational information about trauma and stressor-related disorders as described and by the most current edition of the APA's Diagnostic and Statistical Manual of Mental Illnesses. The course will review the diagnostic criteria and symptom presentation of trauma and stressor-related disorders. Students will develop an integrated understanding of the affective, biological, cognitive, social, and developmental manifestations of trauma symptomatology and its etiology, as well as how this integrated understanding should be incorporated into treatment. Students will learn strategies for culturally relevant and developmentally informed assessment and diagnosis. An overview of evidence-based treatment options for trauma-related disorders will be reviewed with attention paid to multiculturalism and lifespan experiences. Students will be introduced to culturally responsive, trauma-informed, and developmentally appropriate psychotherapy skills. In addition, students will develop strategies for addressing the health of the practitioner who conducts trauma treatment.

**CPSY 5030 Systems Models (3 Credits)**

Basic concepts of general systems theory and their applications in psychology, focusing on family systems, groups and organizations.

**CPSY 5035 Developmental Bases of Behavior (3 Credits)**

This course offers an in-depth exploration of developmental psychology, focusing on the biological, cognitive, emotional, and social processes that shape human behavior across the lifespan. Students will examine key theories and empirical findings related to the development of perception, memory, language, emotion, identity, and social relationships from infancy through late adulthood. Special attention will be given to how developmental processes are influenced by genetic, environmental, cultural, and societal factors, and how these factors interact to shape individual differences in behavior and mental health. Throughout the course, students will engage with current research, critically analyze developmental models, and apply developmental principles to clinical practice. Emphasis will be placed on the integration of developmental theory and empirical evidence, as well as the implications of developmental knowledge for therapeutic interventions across the lifespan. The course includes weekly lectures, readings from literature, and group discussions designed to foster scholarly dialogue and enhance critical thinking skills.

**CPSY 5040 History & Systems in Psychology (1-2 Credits)**

This course provides an in-depth exploration of the historical development, including the origins and development of major ideas, of psychology as a scientific discipline. Students will examine the major theoretical systems and key figures that have shaped the field, from ancient philosophical roots to contemporary psychological theories. Topics include the evolution of psychological thought, the impact of cultural and social contexts on the development of psychological theories, and the contributions of significant psychologists. The course aims to foster a comprehensive understanding of the historical and philosophical foundations of psychology, enhancing students' appreciation of the discipline's diversity and complexity.

**CPSY 5045 Introductory Statistics (3 Credits)**

This 3-credit hour course serves as an introduction to basic descriptive and inferential statistics. It is designed to provide you with a comprehensive overview of the foundations of statistical analysis. General topics to be addressed include descriptive vs. inferential statistics, use of SPSS and interpretation of output, statistical assumptions, types of distributions, and basic statistical procedures. The course will focus not only on the mechanics of various basic analyses, but on the concepts underpinning these analyses and the skill of matching research questions to their appropriate analysis.

**CPSY 5050 Advanced Statistics (3 Credits)**

This course is designed to increase your understanding of advanced analytical techniques in statistics, particularly as they pertain to psychology. We will take an applied approach, i.e., the course material will emphasize the feasibility, application, and utilization of these analyses rather than the theories upon which they are based. In general, the first two hours of each class will include lectures, discussions, and problem-solving; the final hour of class will focus on the use of SPSS to run analyses. Please note that no extra credit assignments or "makeup" work is given in this course.

**CPSY 5070 Research Methods (2-3 Credits)**

This course is designed to increase your understanding of the scientific method and research methodologies used most frequently by researchers in psychology. We will focus on quantitative, qualitative, and mixed methods designs. Students will be encouraged to share their research experiences and questions and to relate course topics to work they may be doing for their doctoral paper.

**CPSY 5073 Qualitative Research Methods (2 Credits)**

Qualitative research involves obtaining in-depth information about the behaviors and beliefs of people in naturally occurring social settings. This course introduces students to the philosophical underpinnings, history, and key elements of five qualitative approaches: narrative research, phenomenology, grounded theory, ethnography, and case study. We compare theoretical frameworks and methodologies, experience the use of data, and discuss writing strategies. In addition, we read articles that are exemplars of each approach.

**CPSY 5075 Program Evaluation (3 Credits)**

Mental health professionals are responsible for providing effective services and developing practical, outcomes-oriented programs. Therefore, it behooves these professionals to understand the basic principles and applications of program evaluation as a means of ensuring the quality of the services they deliver and the programs they implement. This course will provide students with an introduction to program evaluation, including evaluation typologies, terminology, and uses. Students will be assisted in understanding how program evaluation can enhance and support the types of projects in which they are currently engaged at field placement sites, etc. The course will also cover grant writing, a critical and marketable skill that is of great value for agencies and institutions that rely on external funding.

**CPSY 5080 Psychopathology: Diagnosis & Classification (2-3 Credits)**

This course examines psychopathology primarily within adult populations with attention given to etiology, diagnosis, classification, and associated behaviors. Cognitive, emotional, physiological responses, as well as observed behaviors related to psychopathology will be examined. Diagnostic categories including mood disorders, anxiety disorders, personality disorders, psychosis, substance use, neurocognitive conditions, and others will be explored. Historical aspects of psychopathology will be of focus with attention paid to current and emerging research findings related to understanding diagnosis and classification of psychiatric disorders will be discussed. The history of psychopathology will be reviewed, as will emerging areas of research. While diagnosis and classification will be of focus for this course, issues of application and treatment will be discussed throughout the course.

**CPSY 5100 Practicum (1 Credit)**

The advanced practicum training in the DU, Graduate School of Professional Psychology, Psy.D. program offers second, third, fourth and beyond Psy.D. students hands-on experience in applied clinical settings under the supervision of licensed mental health providers. Students will enhance their therapeutic skills, develop advanced diagnostic and assessment capabilities and integrate theoretical knowledge with practical application through providing psychotherapy, consultation, psychological testing, outreach and advocacy. Emphasis is placed on ethical practice, cultural competence, and evidence-based interventions. Advanced practicum training will be offered internally at the Professional Psychology Clinic (PPC) and affiliated clinics as well as externally in hospitals, community mental health centers, university counseling centers, schools, private practices and more. Advanced practicum training is sequential, cumulative and graded in complexity and designed to prepare students for further organized training.

**CPSY 5108 Introduction to Acceptance and Commitment Therapy (ACT) (2 Credits)**

Acceptance and Commitment Therapy (ACT) belongs to the movement in clinical psychological science that sees acceptance and openness to experience as an essential addition to change-focused psychotherapeutic treatment strategies. Although consciously based on behavior-analytic thinking, ACT is a hybrid in terms of approach and technique, bringing together aspects of Zen Buddhism, Gestalt therapy, and humanist-existential thought. The paradox upon which ACT is founded is that only radical acceptance of what cannot be changed empowers people to recognize and change the things that they can. The ACT approach is about embracing necessary suffering in order to make more committed, life-affirming choices and live in accordance with personal values. ACT emphasizes that in a very deep sense all human beings are in the same boat. The technical and theoretical bases of ACT are through normal didactics, but the heart and art of the approach occurs through experiential exercises, group process, and from observation and modeling. Prerequisite: CPSY 5000.



**CPSY 5120 Introduction to Animal-Assisted Interventions (3 Credits)**

This course serves as an introduction to animal-assisted interventions (AAI) as they are commonly used by mental health care professionals. It is designed to provide students with an overview of the foundations of AAI, the variety of ways in which this modality is used, international perspectives on AAI, various perspectives on ethics and animal welfare, and researchers' current understanding of the role of the human-animal bond in facilitating AAI treatment efficacy. General topics to be addressed include the characteristics of the species used in AAI, the basic principles of AAI, the use of AAI with a variety of populations, and animal abuse issues. A number of guest lecturers will share their knowledge and experiences with students throughout the quarter.

**CPSY 5130 Psychometrics (3 Credits)**

This course explores the principles and applications of psychometric theory and practice in clinical psychology. Topics include the historical development of psychological assessment, test construction, reliability, validity, interpretation of test results, and ethical considerations in measurement. A special focus will be on cultural, legal, and ethical challenges in psychological assessment, with applications to diverse populations. Students will develop the knowledge and skills necessary to evaluate and administer psychological measures in research and clinical settings.

**CPSY 5170 Life Cycle: Inf to Mid Childhd (3 Credits)**

Understanding normal development of children (0-12 years), integrating theory, research and a phenomenological perspective.

**CPSY 5180 Life Cycle: Adolescent - Adult (2 Credits)**

Understanding normal adolescent development (13-18 years), integrating theory, research and a phenomenological perspective. Major theories, life events, crisis and the adult life phases. There will be an emphasis on the diversity of adult experiences.

**CPSY 5200 Life Cycle: Late Adulthood (3 Credits)**

Theories of aging; social, psychological and biological changes; assessment and intervention methods, emphasizing issues impacting older adults. (65 years and above).

**CPSY 5230 Group Dynamics & Interventions (3 Credits)**

Provides psychologists in training with multiple learning experiences highlighting that groups and organizations are intensely psychological environments in which most psychologists function professionally and personally and have the potential to impact positively.

**CPSY 5231 Social Bases of Behavior (3 Credits)**

This graduate-level course explores the social foundations of human behavior through the lens of social psychology. Students will examine key theories and research on topics such as social cognition, attitudes, group dynamics, interpersonal relationships, prejudice and discrimination, persuasion, and the influence of culture on behavior. Emphasis will be placed on understanding how social factors shape individual and collective behavior in various contexts, including clinical, organizational, and community settings. Through readings, discussions, case analyses, and research critiques, students will develop a deep understanding of how social psychological principles inform both everyday interactions and professional practice in psychology and related fields.

**CPSY 5250 Existential and Humanistic Theory and Therapy (2 Credits)**

Historical roots and basic assumption of existential and humanistic views. Students encouraged to integrate materials with their personal values and assumptions about human nature and their interaction with clients.

**CPSY 5255 Relational Psychotherapy Theory & Practice (3 Credits)**

This course explores the foundations of relational psychotherapies. Emphasis will be placed on recognizing how relationships impact psychological well-being. Students will be introduced to the value of the therapeutic relationship in psychotherapy as a means for creating healing and prompting personal growth. Students will learn how the therapeutic relationship can serve as a model to influence and guide other relationship patterns in a client's life. Attention will be given to recognizing and sensitively addressing power differentials and other relationship dynamics that emerge in the therapeutic relationship. This course will offer an overview of relational psychotherapies, such as psychoanalysis, psychodynamic psychotherapy, object relations, attachment theory, and interpersonal psychotherapy. Foundational concepts will also be defined and explored, such as therapeutic alliance, emotional attunement, transference and countertransference, intersubjectivity, and attachment. Students will have opportunities for critical engagement with relational psychotherapy through case studies, conceptual readings, and applied, experiential exercises.

**CPSY 5270 Physiological Psychology (3 Credits)**

This course provides a comprehensive exploration of psychophysiology, examining the relationship between physiological processes and behavior. We will cover the structure and function of the nervous system, focusing on brain regions and neural pathways involved in cognition, emotion, and behavior. The course explores the physiological correlates of cognitive processes (attention, memory, language, perception) and affective processes (emotions, motivation, stress), including the role of the autonomic nervous system and neuroendocrine responses. Clinical applications of psychophysiology to mental health disorders like anxiety, mood disorders, and schizophrenia will be examined. Special topics may include psychopharmacology, sleep disorders, biological rhythms, and the impact of lifestyle factors. Through lectures, discussions, readings, and hands-on activities like a cadaver lab, students will develop critical thinking skills and a deep understanding of the field, enabling them to critically evaluate neuroscience research and better understand human behavior.

**CPSY 5271 Physiological Psychology Lab (1 Credit)**

N/A.

**CPSY 5290 Clinical Neuropsychology (3 Credits)**

This clinical neuropsychology course provides a comprehensive introduction to the principles and practice of assessing and interpreting the relationship between brain function and behavior. Students will gain a solid foundation in neuroanatomy, exploring the "behavioral geography" of the brain and its impact on cognitive and emotional functioning. The course will cover essential topics such as clinical interviewing, cognitive screening tests, effort measurement, and comprehensive neuropsychological assessment, and the rationale behind deficit measurement. Students will learn to administer and interpret neuropsychological assessments, with a focus on understanding various neurobehavioral variables and diagnostic issues. Through lectures and hands-on clinical activity, students will develop the skills necessary to synthesize information and write comprehensive neuropsychological reports. Emphasis will be placed on emerging ethical considerations and professional identity within the field of clinical neuropsychology. By the end of the course, students will be equipped with the knowledge and tools to effectively assess and understand the complex interplay between brain function and human behavior.

**CPSY 5310 Ethics (3 Credits)**

This course provides a comprehensive examination of ethical principles, legal standards, and professional guidelines that govern the practice of psychology. Students will explore the current version of APA Ethical Principles of Psychologists and Code of Conduct, as well as relevant laws, regulations, and policies at various levels. The course emphasizes the development of ethical decision-making skills and their application, enabling students to recognize and resolve ethical dilemmas in professional practice.

**CPSY 5320 Professional Issues in Psych (2 Credits)**

Issues, concerns and controversies impacting current practice of professional psychology at the state and national levels; preparation for future alternative systems of service delivery. Emphasis is on professional life after the PsyD. Required for first year students.

**CPSY 5340 Foundations of Multicultural Psychology (3 Credits)**

This course focuses on foundational information regarding the psychological experiences of diverse communities with an emphasis on the impacts of social oppression, particularly racism. Historical and intergenerational components of multiple forms of oppressive systems that target diverse communities will be reviewed. The course will offer an overview of the ways in which oppression is supported and maintained across macro-, meso-, and individual dimensions. In addition, conceptual frameworks of development across multiple domains of identity and their intersections. Diverse models of identity development will be reviewed with an emphasis on the ideological, cultural, and developmental factors influencing identity formation. The interplay of social power with identity will be explored and intersectional forms of oppression and their effects will be examined. Cognitive, behavioral, and psychological manifestations of oppressive ideologies expressed by the therapist and client will be examined with a focus on reducing the harms of oppression in psychological practice.

**CPSY 5360 Intersectional Identity Development (3 Credits)**

This course introduces conceptual frameworks of development across multiple domains of identity and their intersections. Diverse models of identity development will be reviewed with an emphasis on the ideological, cultural, and developmental factors influencing identity formation. The interplay of social power with identity will be explored. This course is part of the multicultural course sequence.

**CPSY 5370 Clinical Practice with LGBTQ+ Populations (3 Credits)**

This course will focus on the specific experiences of lesbian, gay, bisexual, transgender, queer (LGBTQ+) peoples and additional communities experiencing oppression based on their sexual orientation and/or gender identity. Concepts honoring the diversity of these communities will be discussed. Intersectional and developmental perspectives of the biological, psychological, relational, cultural, and social issues encountered across the lifespan will be integrated throughout the course. Systems of power and oppression that target LGBTQ+ communities on macro-, meso-, and individual levels will be reviewed, and the impact of these oppressions on psychological health will be discussed. The course will highlight affirmative psychotherapy approaches that support resiliency and incorporate culturally responsive practices. The course will recognize the ethical considerations of working with LGBTQ+ communities in alignment with current profession-wide guidelines. This course is part of the multicultural course sequence.

**CPSY 5380 Culturally Responsive Psychology Practice (3 Credits)**

This course focuses on psychotherapy skills development and application across diverse communities with a focus on recognizing and addressing dynamics of power, privilege, and control within the therapeutic relationship. Students will deepen their understanding of their worldview, upbringing, and bias and learn strategies for recognizing and navigating how their social location and belief systems interact with the therapeutic process. Ethical considerations and profession-wide guidelines for practice with diverse communities will be reviewed. The course will integrate psychotherapy concepts and approaches that mitigate the harms of oppression and promote empowerment, decolonization, and liberation.

**CPSY 5385 First-Year Seminar (2 Credits)**

This is a clinical and didactic seminar on beginning psychotherapy. The focus will be on case formulation and developing a therapeutic relationship with the client. Content covered will include foundations of evidence-based practice, common factors, documentation standards, standards of practice, emergency/crisis policies and procedures, and foundational applied ethics.

**CPSY 5388 Professional Seminar: Psychological Assessment (2 Credits)**

This seminar will focus on clinical material related to aspects of psychological assessment. It demands more of a time commitment than most other seminars because assessment requires longer sessions with clients to administer tests, time to score and interpret tests, and report writing. Students should not sign up for this seminar if the main reason is to fulfill the GSPP four assessment cases requirement. Students should only rank this seminar if they are passionate about assessment. There will be opportunities to complete ADHD evaluations, learning disability assessments, personality batteries and collaborative therapeutic assessments for children and adults. Students are required to complete a minimum of 4 cases during the course of the year (one per quarter). We will not be providing forensic testing or neuropsychological testing services, although we will discuss some neuropsychological issues as they arise. Students will have the chance to present their cases and consult with the seminar. Requirements for enrollment in the seminar include: prior completion of Cognitive Assessment and Self-Report Assessment, as well as completion of or at least concurrent enrollment in the Introduction to Rorschach class. The seminar co-leaders provide supervision and enrich the experience. Supervision of assigned small subgroups typically takes place either before or after seminar or on Fridays.

**CPSY 5390 Professional Seminar: Forensic Issues (2 Credits)**

This seminar will introduce students to the various areas and ways in which psychology interacts with the legal and criminal justice systems. Students will develop their capacity to perform evaluations relating to psychological questions, dilemmas, and disputes that are most frequently requested of forensic psychologists. The focus of the seminar will be on assisting students in clarifying their role as an evaluator and consultant to attorneys, judges, and criminal justice personnel; exploring the ethical responsibilities therein; learning to compose reports for a legal rather than a clinical audience; and preparing to testify as an expert witness. Students will formulate and deliver case presentations, participate in a "mock" testimony experience, and submit reports. Students in past seminars have conducted child custody evaluations, mental status at the time of offense evaluations, Social Security disability evaluations, asylum, T-visa, and U-visa evaluations, animal abuse, competency, and juvenile placement evaluations. These evaluations allow students the opportunity to conduct full battery psychological assessments and learn how to apply findings to a legal context. In addition, we have been getting more court-mandated therapy clients. Thus, students will get assessment experience as well as individual therapy experience with adults and children. Assessment experience is required. Students are required to complete a combination of 4 assessments/therapy clients during the year. Please note that the forensic seminar requires a substantial time commitment because assessments require longer sessions with clients to administer tests, time to score and interpret tests, and report writing.

**CPSY 5391 Professional Seminar: Psychodynamic Therapy (2 Credits)**

This seminar focuses on psychodynamic psychotherapy - that is, individual adult psychotherapy with the aim of bringing about meaningful and lasting psychological concepts as they apply to your patients, with a practical, "hands on" focus - for example, what to do and say when your patient shuts down, threatens suicide, act out, comes on to you, misses appointments, gets worse, throws up in your office, and all the other troubling and fascinating things people do from time to time in psychotherapy. Prior or current personal psychotherapy is highly desirable and strongly recommended. Students should be prepared to discuss their clinical work candidly - and help foster an environment of mutual trust, compassion, and respect, in which candid discussion can take place.

**CPSY 5392 Professional Seminar: Couple and Family (2 Credits)**

This seminar allows students more in-depth training in working with systems including couples and families. Students should take Couples Therapy and Family Therapy either before or concurrent with the seminar. Special topics covered include divorce, step families parenting, sex therapy, multicultural issues, and ethics, as well as more general couple and family therapy work.

**CPSY 5393 Professional Seminar: Acceptance and Commitment Therapy (2 Credits)**

Acceptance and Commitment Therapy (ACT) is a pragmatically based, relatively new and highly experiential form of therapy whose overarching goals are to a) assist clients (and therapists) in accepting what cannot be changed (i.e., the form or frequency of certain private events), while b) helping them fully commit to behaving in accordance with idiosyncratic values. Although consciously based on behavior-analytic thinking, ACT is a hybrid therapy in terms of approach and technique, bringing together aspects of Zen Buddhism, Gestalt therapy, and humanist-existential thought. In the seminar, students will learn the technical and theoretical bases of ACT through group process, individual and small group supervision, as well as from observation and modeling. Prerequisite: Behavioral Models course.

**CPSY 5394 Professional Seminar: Cognitive-Behavior Relational Therapy (2 Credits)**

This is a year-long seminar on integrating cognitive-behavior (CBT) and relational therapy. Trainees learn the theory and practice of CBT and relational therapy through readings, didactic presentations, discussion, and especially case presentations of their clients and themselves. Small-group supervision is also required.

**CPSY 5404 Professional Seminar: Integrative Therapy (2 Credits)**

This advanced seminar examines various integrative models of psychotherapy, and students will have the opportunity to develop their own therapeutic "voice" by integrating the major theories already learned at the GSPP. While the seminar will be theoretical, one goal is to help students prepare for practice in the real world by exploring the common factors of therapy, and how to work collaboratively in a client-directed fashion. Clients may include adults, adolescents, and children with a wide variety of presenting concerns, in individual, couples, family, or group therapy. Competency areas covered include professionalism, reflective practice, scientific knowledge and methods, relationships, individual and cultural diversity, ethical/legal standards and policy, assessment, and intervention. In addition to supervision on psychotherapy, there may be an option for students to be supervised on their supervision of a first-year student in the PPC.

**CPSY 5406 Professional Seminar: Health Psychology (2 Credits)**

This advanced seminar focuses on the ways that clients' physical health concerns affect psychosocial and emotional well-being. We focus on the relationship between the mind and the body and take a holistic and contextual approach to understanding work with clients, keeping in mind relational and cultural variables throughout the seminar. Clients in the PPC that have been in this seminar have had cancer, multiple sclerosis, diabetes, heart failure, chronic pain, autoimmune diseases, etc. As relevant to our work with clients, we discuss pain management, mindfulness, differential diagnosis of depression and anxiety, sleep hygiene, psychosocial oncology, grief and loss, and other empirically supported treatments for issues that clients present. The overarching theoretical framework of the course is relationship-focused, client-centered, and strengths-based. We draw on rehabilitation psychology and medical psychology, and explore diversity issues in a variety of ways, including examining disability as a multicultural issue. We use readings from interpersonal psychotherapy, feminist and multicultural therapy, positive-psychology, meaning-centered psychotherapy, humanistic/existential therapy, client-centered therapy and post-traumatic growth to guide discussions. Particular attention is paid to helping clients enhance their strengths and find meaning in their lives during times of transition. Since many health settings are focused on a short-term model of treatment, students in seminar have the option of taking on shorter-term cases and we explore the use of time-limited psychotherapy in a health setting. It is expected that most students take on new cases in this seminar.

**CPSY 5407 Professional Seminar: Caregiver and Child Relationships From Pregnancy Through Early Childhood (2 Credits)**

This seminar involves the evaluation and treatment of infants, young children, and their caregivers in the Professional Psychology Center. Supervision is provided from an integrative and relationship-based perspective, and topics relevant to perinatal, infant, and early childhood assessment and treatment are discussed. Prerequisite: CPSY 5385.

**CPSY 5408 Professional Seminar: Military Psychology (2 Credits)**

This clinical seminar teaches military cultural competency, which is infused throughout topics during the year. There is also a focus on learning the evidence-based treatments taught and utilized within the Department of Defense and the Department of Veteran Affairs as the purpose of this field placement and seminar is to prepare students to serve this population and to work within these large systems of care for their predoctoral internships, postdoctoral fellowships and beyond. A specific focus on the prevention of vicarious trauma, compassion fatigue and burnout is infused throughout the year-long seminar. Throughout case presentations, students are encouraged to discuss how various intersecting aspects of culture and identity contribute to the case and their own interventions as therapists.

**CPSY 5420 Behav-Analytic Prin 1 (2 Credits)**

This course covers philosophical foundations, assumptions, and principles underlying major systems and models of behaviorism. Emphasis is given to the philosophy of science called radical behaviorism and its behavior-analytic functional-contextualistic tradition. Course 1 specifically targets contingency-shaping selection processes based upon Pavlovian and operant conditioning paradigms. Recommended prerequisite: CPSY 5000.

**CPSY 5421 Behavioral Analysis Princ La (1 Credit)****CPSY 5422 Behav-Analytic Prin 2 (2 Credits)**

This course covers philosophical foundations, assumptions, and principles relevant to cultural-linguistic practices. Emphasis is given to the philosophy of science called radical behaviorism and its behavior-analytic functional-contextualistic traditions. Course 2 specifically addresses verbal relational contingency selection processes based upon cultural and its verbal community. Prerequisite: CPSY 5420.

**CPSY 5423 Behav-Analytic Assess/Case Frm (2 Credits)**

This course covers the philosophical foundations, assumptions, and principles relevant to behavioral assessment and case formulation tactics. Emphasis is given to the philosophy of science called radical behaviorism and its behavior-analytic functional-contextualistic traditions. This course specifically targets an empirical data-driven approach to idiographic assessment for purposes of developing conceptual analyses from the contextual-functional analytic perspective. Prerequisites: CPSY 5420, CPSY 5422.

**CPSY 5424 Behavior-Analytic Intervention (2 Credits)**

This course provides an overview of issues, principles and methods basic to clinical practice and intervention. Emphasis is given to the philosophy of science called radical behaviorism and its behavior-analytic functional-contextualistic traditions. This course specifically targets a range of commonly used methods of intervention (e.g., counter-conditioning and exposure-based treatments, guided action strategies, acceptance-commitment approaches, Eastern interventions). Issues relevant to the structuring of therapy sessions, the therapeutic relationship, behavioral nonadherence, empirical research, and other topics of therapeutic interest will be reviewed. This course will incorporate the use of experiential exercises, modeled demonstration, and behavior rehearsal methods for training purposes. Prerequisites: CPSY 5420, CPSY 5422, CPSY 5423.

**CPSY 5466 Introduction to Health Psychology (2-3 Credits)**

This introduction to clinical health psychology course is designed to provide students with a broad overview of clinical health psychology and the biopsychosocial model. We will learn what clinical health psychology practice is. We will learn diverse understandings of stress and models of behavior change. We will also examine the bi-directional relationship between physical health and psychological factors while centering cultural differences as they concern clinical health psychology and in particular, healthcare disparities for people with marginalized identities. By the end of this course, students will be able to answer these relevant questions in the field: What is clinical health psychology? What are culturally competent approaches to health? What are the common presenting concerns health psychologists see? What cultural and socio-economic differences play a role in disease prevalence and treatment outcomes?

**CPSY 5475 Advanced Topics in Health Psychology (3 Credits)**

This advanced course in health psychology practice focuses on the application of psychological principles to complex health issues and clinical settings. Students will engage with cutting-edge research and advanced methodologies to address contemporary challenges in health psychology. Key topics include the integration of psychological interventions in chronic disease management, the role of health psychology in public health initiatives and advocacy, and the use of technology in health behavior change. The course also covers the roles of psychologists in medical departments and clinics, including but not limited to women's health, perinatal mental health, gastroenterology, oncology, primary care, cardiology, neurology, pulmonology, endocrinology, etc. Advanced techniques in patient communication, interdisciplinary collaboration, and the ethical considerations unique to health psychology practice will also be discussed.

**CPSY 5480 Integrated Primary Care (2-3 Credits)**

This course will help you understand the purpose for behavioral health consultation services in the United States primary care system. We will differentiate behavioral health consult services from specialty outpatient therapy. We will familiarize ourselves with population-based approaches to treatment and improving health outcomes. We will focus on health care disparities and developing cultural competency in the work of integrated primary care. We will familiarize ourselves with evidence-based treatment interventions appropriate for primary care setting.

**CPSY 5500 Diagnosis & Treatment of Children (2-3 Credits)**

The focus of the Child Diagnosis and Intervention course orients students to fundamental knowledge related to developmental psychopathology, assessment, diagnosis, and treatment of children (i.e., early childhood to pre-teen) for mental and developmental disorders. Common presenting concerns and the most commonly occurring diagnoses, as well as risk and protective factors contributing to the occurrence of these disorders, will be presented. Empirically validated tools that assess adaptive, cognitive, academic, social, and emotional functioning across multiple contexts and are informed by multiple caregivers and perspectives is presented. Foundational intervention strategies (e.g., dyadic, family, play, cognitive, and behavioral) are introduced.

**CPSY 5505 Diagnosis & Treatment of Adolescents (2-3 Credits)**

This elective course focuses on psychotherapy with adolescents from a variety of approaches, including developmental, integrative, psychodynamic, person-centered, reality, rational emotive, cognitive behavioral and systemic. Topics will include the ethical and legal issues involved in psychological interventions, culturally responsive counseling, and orchestrating family sessions with adolescents.

**CPSY 5550 Couples Therapy (2 Credits)**

Theory, techniques and research relating to couples therapy, including theoretical perspectives: behavioral couples therapy, emotionally-focused couples therapy and object relations couples therapy. The course also addresses specific problem areas, including domestic violence, infidelity, depression, anxiety, substance abuse and personality disorders. Prerequisite: CPSY 5030.

**CPSY 5560 Family Therapy (2 Credits)**

Theory, techniques and research relating to family therapy, including several theoretical perspectives: behavioral, experiential, psychodynamic, multigenerational approaches. Special topics covered include working with community resources, addressing developmental issues of children, working with medical and school systems, utilizing cultural factors in planning programs and interventions and adults in family therapy. Prerequisite: CPSY 5030.

**CPSY 5562 Consultation in Psychology (2-3 Credits)**

This course will provide an overview of the practice of psychological consultation. Theories and models of consultation in various settings including businesses, organizations, health care, schools, religious organizations, forensic settings, and military settings will be covered. The process and stages of consultation from entry to termination will be analyzed. The class will differentiate consultation from other types of psychological interventions. Important legal, ethical, and multicultural issues in consultation will be addressed throughout the course. Students will increase their awareness of their strengths and weaknesses in the practice of consultation. Methods of instruction will include lectures, discussions, experiential exercises, and interactions with professional consultants. The primary focus of this course is on organizations rather than individuals as the target of analysis, intervention, and ongoing evaluation. This focus requires an additional set of considerations, conceptions, intervention strategies, and skills differentiated from traditional psychological counseling. Further, this emphasis on systems allows for a focus on culture and social justice that will be explored throughout the course. The implicit assumption is that improved organizational effectiveness will benefit all organizational stakeholders.

**CPSY 5591 Psychodynamic Psychotherapy (2 Credits)**

Theoretical understanding and treatment of adults within a developmental, ego analytic framework. Second quarter - the neuroses. Prerequisite: CPSY 5020.

**CPSY 5620 Intersubjective Systems Theory (2 Credits)**

This course focuses on psychotherapy from the perspectives of intersubjective systems theory in working with adults. We examine the co-creation of the therapeutic relationship, the making of meaning, empathic listening, attuning to the other's affective experience and putting the other's subjective experience into words. We develop treatment plans and case formulations that are consistent with this perspective.



**CPSY 5680 Cognitive & Academic Assessment (3-4 Credits)**

Assessment is a central component of clinical psychology, serving as a primary means to deeply understand cognitive functioning and identify neurodevelopmental challenges. This course is designed to provide graduate students with a strong foundation in the assessment of cognitive and academic abilities. Students will develop skills in the administration, scoring, and interpretation of key standardized assessments, including the Wechsler Adult Intelligence Scale-Fifth Edition (WAIS-5), Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V), and academic achievement measures like the Woodcock-Johnson and Wechsler Individualized Achievement Test-Fourth Edition (WIAT-IV). The course will explore theoretical underpinnings of cognitive function, current issues in the field, and psychometric, cultural, and ethical considerations in assessment. Emphasis will be placed on integrating assessment data into cohesive psychological reports and effectively communicating findings to clients and stakeholders. Additionally, students will gain practical and conceptual knowledge for diagnosing learning disabilities such as dyslexia, dysgraphia, dyscalculia, and related neurodevelopmental disorders.

**CPSY 5681 Cognitive & Academic Assessment Lab (1 Credit)**

Assessment is a central component of clinical psychology, serving as a primary means to deeply understand cognitive functioning and identify neurodevelopmental challenges. This course is designed to provide graduate students with a strong foundation in the assessment of cognitive and academic abilities. Students will develop skills in the administration, scoring, and interpretation of key standardized assessments, including the Wechsler Adult Intelligence Scale-Fifth Edition (WAIS-5), Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V), and academic achievement measures like the Woodcock-Johnson and Wechsler Individualized Achievement Test-Fourth Edition (WIAT-IV).

**CPSY 5685 Introduction to Pediatric Neuropsychological Assessment (2 Credits)**

Pediatric neuropsychology integrates many basic sciences including behavioral Neurology, developmental psychology, neuroanatomy, psychopathology, and psychological assessment. The role of pediatric neuropsychologist is to provide comprehensive assessment, consultation, and intervention in the context of a developing child. The course will review important concepts, theories, and empirical research in the field of pediatric neuropsychology. Students will learn the basic rationale in conducting a pediatric neuropsychological evaluation, including a brief review of many common pediatric assessment measures. In addition, many common pediatric disorders will be reviewed from a neuropsychological perspective including: Dyslexia, Attention Deficit hyperactivity Disorder, Pervasive Development Disorders, Traumatic Brain Injury, Seizure Disorders, and Mental Retardation. Upon completion of the course the student will have a greater appreciation of a neuropsychological conceptual framework and have a better understanding of specific pediatric disorders.

**CPSY 5686 Suicide Prevention, Intervention and Postvention (2 Credits)**

Suicide is a serious public health issue and challenge for the nation, Colorado, and our local communities. While most clinicians are focused on the assessment and treatment of people at high risk for suicide, a more comprehensive approach is needed to prevent people from becoming suicidal in the first place. This course covers best practices in suicide prevention, intervention, and "postvention" (suicide crisis response) and will explore the particular issues of several vulnerable populations.

**CPSY 5690 Projective Testing (3 Credits)**

This course provides a comprehensive foundation in self-report personality assessment, focusing on the theoretical underpinnings, psychometric principles, and clinical applications of widely used tools. Students will gain expertise in administering, scoring, and interpreting key instruments, including the Minnesota Multiphasic Personality Inventory (MMPI-3, MMPI-A, MMPI-A-RF), as well as the Personality Assessment Inventory (PAI), Millon Clinical Multiaxial Inventory-IV (MCMI-IV), Personality Inventory for Youth (PIY), 16PF, and NEO-PI-3. The course emphasizes ethical and culturally sensitive practices, development of report-writing skills, and strategies for effectively communicating results to clients and colleagues. Students will also explore the therapeutic value of assessment and contemporary controversies in the field, cultivating a deep appreciation for the complexities of personality as a construct.

**CPSY 5692 Advanced Rorschach (2-4 Credits)**

This course offers an in-depth exploration of the Rorschach Inkblot Method building upon foundational knowledge of the Rorschach-Performance Assessment System (R-PAS) covered in Projective Testing (prerequisite course). Students will develop advanced skills in interpretation and scoring, with a focus on refining both abilities. The course will combine lectures with collaborative small group exercises, allowing students to practice interpreting Rorschach results and engage in class discussions to deepen their understanding.

**CPSY 5700 Advanced Personality Assessment (2-3 Credits)**

This advanced course is designed for students seeking to build expertise in conducting comprehensive psychological assessments with an emphasis on integrating multiple measures into a cohesive and culturally informed understanding of personality. Building on the foundational skills acquired during prerequisite courses (Cognitive & Academic Assessment, Personality, Projective Testing, and Advanced Rorschach), students will refine their ability to synthesize data from diverse psychological tools. Instruction will focus on developing advanced skills to produce traditional integrated personality reports as well as Collaborative/Therapeutic Assessment (C/TA) letters. Students will gain hands-on experience with a range of personality assessment tools, including the Minnesota Multiphasic Personality Inventory – 3 (MMPI-3), Trauma Symptom Inventory – 2 (TSI-2), Wartegg Drawing Completion Test (Crisi Wartegg System), Thematic Apperception Test (TAT), Thurston Cradock Test of Shame (TCTS), and Picture Frustration Study (PFS). The course emphasizes ethical practice, cultural competence, and the use of assessments as tools for fostering client insight and therapeutic growth.

**CPSY 5705 Personality&Psychopathology (3 Credits)**

This course provides a comprehensive foundation in self-report personality assessment, focusing on the theoretical underpinnings, psychometric principles, and clinical applications of widely used tools. Students will gain expertise in administering, scoring, and interpreting key instruments, including the Minnesota Multiphasic Personality Inventory (MMPI-3, MMPI-A, MMPI-A-RF), as well as the Personality Assessment Inventory (PAI), Millon Clinical Multiaxial Inventory-IV (MCMI-IV), Personality Inventory for Youth (PIY), 16PF, and NEO-PI-3. The course emphasizes ethical and culturally sensitive practices, the development of report-writing skills, and strategies for effectively communicating results to clients and colleagues. Students will also explore the therapeutic value of assessment and contemporary controversies in the field, cultivating a deep appreciation for the complexities of personality as a construct.

**CPSY 5706 Personality & Psychopathology Lab (1 Credit)**

N/A.

**CPSY 5715 Special Topics in Psychotherapy: Various Orientations (3 Credits)**

This course offers an in-depth examination of a particular modality of evidence-based psychotherapy (e.g., advanced group psychotherapy, couples psychotherapy, family psychotherapy). The course emphasizes theoretical foundations, practical applications, and empirical support for the specific psychotherapeutic modality. Students will gain a comprehensive understanding of how to integrate the specific modality into their clinical practice, tailoring interventions to meet the diverse needs of clients.

**CPSY 5716 Special Topics in Psychology: Various Orientations (3 Credits)**

This course offers an in-depth examination of a particular theoretical orientation of evidence-based psychotherapy (e.g., cognitive-behavioral psychotherapy, acceptance-commitment therapy, dialectic behavioral therapy, existential-humanistic psychotherapy, psychodynamic psychotherapy). The course emphasizes theoretical foundations, practical applications, and empirical support for the specific psychotherapeutic theoretical orientation. Students will gain a comprehensive understanding of how to integrate the specific theoretical orientation into their clinical practice, tailoring interventions to meet the diverse needs of clients.

**CPSY 5717 Special Topics in Psychotherapy: Diverse Populations (3 Credits)**

This course offers an in-depth examination of psychotherapy with a specific population (e.g., LGBTQ+, immigrants and/or refugees, older adults, a specific racial/ethnic population, specific religious population). The course emphasizes theoretical foundations, practical applications, and empirical support for applying psychotherapeutic theory and technique with the specific population. Students will gain a comprehensive understanding of how to integrate the specific population into their clinical practice, tailoring interventions to meet the diverse needs of clients.

**CPSY 5721 Introduction to Forensic Assessment in Clinical Psychology (3 Credits)**

This introductory course provides students with a broad overview of forensic assessment in clinical psychology, preparing them for more specialized courses in Forensic Civil/Family Assessment and Forensic Criminal Evaluations. The course covers key principles, tools, and methodologies in forensic psychology, with an emphasis on foundational practices such as competency evaluations, risk assessments, and psychological testing. Students will also engage with ethical and legal issues within forensic contexts, preparing them for more focused topics in later courses. Through this course, students will develop the foundational skills and knowledge required to conduct forensic assessments across both criminal and civil/family legal domains. The entire three course sequence and enrollment in Forensic practicum is required for the forensic specialty.

**CPSY 5722 Forensic Assessment in Family and Civil Law Issues (3 Credits)**

This course is the second in a sequence of three courses, following the Introduction to Forensic Assessment course, and is considered to offer more specialized training. This graduate-level course provides an in-depth exploration of the principles, methods, and practices involved in forensic assessment within the contexts of family and civil law. Students will gain advanced knowledge and skills necessary to conduct psychological evaluations, interpret relevant data, and provide expert testimony in legal proceedings. The course will cover a wide range of topics, including but not limited to, adoption evaluations, domestic violence assessments, assessments of parental fitness and risk of harm, and social security disability evaluations. The course will also examine the roles of forensic experts in family court and civil litigation, considering how psychological assessments are used in making determinations regarding child welfare, parental rights, and civil claims. The course will also include case studies and role-playing exercises to help students develop their ability to provide objective, well-supported assessments that are suitable for court. By the end of the course, students will be equipped with the expertise to serve as competent and effective forensic evaluators in both family and civil legal contexts. The entire three-course sequence and enrollment in Forensic practicum is required for the forensic specialty.

**CPSY 5723 Forensic Assessment in Criminal Law Issues (3 Credits)**

This graduate-level course explores the role of forensic assessment in criminal law. This is the third in a three-part sequence, and Introduction to Forensic Assessment and Forensic Assessment in Family and Civil Law Issues are prerequisites for this course. Students will gain a comprehensive understanding of how forensic psychologists contribute to criminal investigations, pretrial procedures, and court proceedings. Topics include competency evaluations, insanity defenses, risk assessments, violence risk prediction, and the psychological evaluation of offenders. Cultural considerations in forensic assessments will be emphasized to help students navigate the intersections of race, ethnicity, culture, and the criminal justice system. Through theoretical study, case examples, and hands-on practice, students will develop the skills necessary to conduct forensic assessments within the criminal justice system. The entire three-course sequence and enrollment in Forensic practicum is required for the forensic specialty.

**CPSY 5740 Integrative Personality Assessment (2 Credits)**

This course is the culmination of the assessment sequence, and integrates techniques, approaches and concepts covered in issues in Measurement, Cognitive Assessment, Objective Personality Assessment, and Rorschach. Aspects of the other core courses in the curriculum will also be brought to bear on the question of how to obtain and how to interpret information within various theoretical models for the purposes of answering referral questions and planning interventions. Projective testing will be introduced as a source of behavior samples for which the occasioning environment is known to the psychologist. There will be focus on distinguishing interpretable from irrelevant information, and on integrating interpretable information into meaningful patterns. The goal of using assessment to answer referral question and plan treatments will generate a special focus on report writing.

**CPSY 5741 Therapeutic Assessment (3 Credits)**

This course teaches the Therapeutic Assessment (TA) model, a semi-structured approach to psychological assessment that can have profound therapeutic effects for clients. We will focus on the model developed by Stephen Finn, exploring its empirical foundations, structure, and applications. Students will read broadly, from the genesis of collaborative assessment spearheaded by Fischer to the novel applications highlighted by Handler, Tharinger, and others. Emphasizing a humanistic and culturally sensitive approach, the course addresses ethical considerations, ensuring respect for client autonomy and diversity. This paradigm shift in assessment is applicable to personality, cognitive, and neuropsychological evaluations and is designed for students with a solid foundation in assessment who wish to develop greater facility in helping clients understand themselves in life-changing ways. Students will develop skills in integrating assessment data into treatment planning and navigating cultural and ethical considerations throughout the process.

**CPSY 5745 Human Sexuality (2-3 Credits)**

This graduate-level course provides a comprehensive overview of human sexuality, exploring its biological, psychological, social, and cultural dimensions. Students will examine major theories of sexual development, identity, orientation, and behavior, including perspectives from psychodynamic, cognitive-behavioral, feminist, systems theories. Topics will include sexual health, relationships, desire, intimacy, gender diversity, societal norms, and the impact of media and culture on sexual expression. Ethical considerations, research methodologies, and clinical applications related to sexuality will also be discussed. Through readings, discussions, case studies, and critical analysis, students will gain a nuanced understanding of human sexuality and its relevance to psychological practice, education, and social advocacy.

**CPSY 5750 Clinical Supervision (2-3 Credits)**

This course is designed to provide doctoral students in clinical psychology with a comprehensive understanding of the principles and practices of supervision in clinical settings. Emphasizing both theoretical foundations and practical application, the course explores the role of the supervisor in fostering professional growth, clinical skill development, and ethical decision-making in supervisees. Students will engage in critical discussions and practical exercises that cover various supervisory models, the supervisory relationship, multicultural considerations, and the supervision of diverse clinical populations. The course aims to prepare students to be effective, culturally competent, and ethical clinical supervisors, with an emphasis on integrating supervision theory with real-world practice in clinical training settings.

**CPSY 5760 Professional Issues II (2 Credits)**

This class provides an organized and comprehensive approach to pre-doctoral psychology internship selection, emphasizing an understanding of "fit." Topics covered include choosing sites; writing cover letters, CVs, and AAPI essays; preparing application materials; interviewing techniques; rank ordering sites; and dealing with emotions related to the process. The course syllabus includes important readings from the current literature. Lectures are balanced with guest appearances by DU Writing Center staff and others. Opportunities are given for role play among the students.

**CPSY 5765 Cognitive Behavioral Therapy (2 Credits)**

This course focuses on clinical applications of cognitive-behavioral theory. Major theorists in the area are reviewed, including Ellis, Beck, Lazarus, and Meichenbaum. Research utilizing cognitive-behavioral therapy as an evidence-based practice are reviewed. In addition, key cognitive behavioral techniques are demonstrated and practiced.

**CPSY 5831 Theory and Foundations of IECMH: Infant and Early Childhood Mental Health (2 Credits)**

This course will provide an in-depth historical, theoretical, and empirical foundation for students interested in engaging in ongoing research and practice in Infant Early Childhood Mental Health (IECMH). Formative readings from the IECMH literature, including groundbreaking articles and textbooks will be reviewed and discussed. We will examine methods of applied IECMH work, including promotion of well-being and the spectrum of prevention, early intervention, assessment, and treatment with young children and their caregivers. The multidisciplinary nature of IECMH will be explored, along with a focus on how psychologists and infant mental health specialists fit into these teams in various contexts. We will also examine different "ports of entry" or means into treating caregivers, young children, and their relationships from an IECMH framework. Empirical studies establishing the efficacy, effectiveness, and cultural sensitivity (or lack thereof) of various assessments, therapeutic approaches, and practices in the IECMH field will be examined. We will spend the most time examining critical theories of social development including attachment and temperament and will consider their applicability to IECMH work, cultural responsive across several cultures, strengths, and limitations. Throughout the course, will explore the IECMH Diversity tenets created by leaders in the field and will apply the tenets in discussions and coursework.

**CPSY 5832 Caregiver-Child Assessment in IECMH: The Process of Assessment, Diagnosis, Report Writing, & Feedback (2 Credits)**

Intensive training will be offered in the process of assessing a caregiver and child relationship in a manner designed to inform dyadic treatment planning. All students will be trained in conducting a multi-modal, relationship-based assessment with a caregiver and child under the age of six. Assessment tools used will include the Infant Toddler Mental Status Exam (ITMSE), the Crowell Procedure and the Working Model of the Child Interview (WMC). Students will also be introduced to the Interpersonal Inventory and paper and pencil means of assessing the individuals and their relationship. Students will be introduced to diagnosis in IECMH using the Diagnostic & Statistical Manual of Mental Disorders – fifth edition (DSM-V) and the Diagnostic Classification of Mental Health & Developmental Disorders of Infancy and Early Childhood (DC:0-5) classification systems, as well as crossover considerations between the two systems. Students will conduct a thorough and multi-modal assessment of a caregiver-child relationship and will integrate the information learned into a professional report. Students will practice treatment planning as well as providing feedback to the dyad.

**CPSY 5833 Advanced Topics in IECMH: Infant and Early Childhood Mental Health (2 Credits)**

This advanced topics course will continue fostering the student's understanding of Infant and Early Childhood Mental Health (IECMH) practice. Throughout the course, in-class discussion centers on developing clinical relationships with families and on how these relationships can support growth and change in both child and caregiver. Of particular importance is the student's continued exploration of use of self, and integrating IECMH practice principles into their field placement and CUB Clinic work. Topics include infant regulatory concerns, attachment difficulties, caregiver mental illness and impact on the child and relationship, parenting self-efficacy, child maltreatment and trauma, and application of IECMH treatment practices in the community. Prerequisite: CPSY 5831 or equivalent with instructor's permission.

**CPSY 5834 Perinatal-5 Mental Health: Training Intensive in Evidenced-Based Approaches (2 Credits)**

This intensive therapeutic course will continue fostering the student's understanding of Perinatal-Five mental health practice via working knowledge of a psychotherapeutic model used during this time period. In alternating years we will focus on Interpersonal Psychotherapy (IPT) or Parent Child Interaction Therapy (PCIT), two evidenced based approaches, with a focus on use with clients in perinatal through five populations. Students will gain knowledge of IPT or PCIT approaches to assessment and practice via readings, discussions, video, role plays, and case presentations. Of particular emphasis is the student's continued exploration of use of self and integrating P-5 mental health practice principles when learning about and practicing IPT or PCIT.

**CPSY 5835 Special Topics in Child & Adolescent Psychology (3 Credits)**

The focus of the Specialty Topics Child & Adolescent Interventions course orients students to fundamental phases of assessment and intervention strategies that are used and adapted by phase of development, family culture and diversity, as well as trauma history, when engaging parents and children and/or adolescents presenting with the most commonly occurring mental and developmental diagnoses of childhood (i.e., infancy through child age 18 years).

**CPSY 5840 Clinical Psychopharmacology for Health Service Psychologists (1-3 Credits)**

This course provides an in-depth examination of the principles and practices of psychopharmacology as they apply to the treatment of mental health disorders. Students will explore the biological bases of behavior, the mechanisms of action of various psychotropic medications, and the clinical applications of these medications in the treatment of psychiatric conditions. The course covers topics such as pharmacokinetics, pharmacodynamics, side effects, drug interactions, and the ethical considerations in prescribing medications. Emphasis is placed on developing a comprehensive understanding of how psychotropic medications can be integrated into a holistic treatment plan, in collaboration with other healthcare professionals.

**CPSY 5846 Introduction to Military Psychology (2-3 Credits)**

This course provides a foundational understanding of military psychology, emphasizing the unique structure and culture of the armed forces. Students will explore the role of military psychologists in various capacities, including leadership development, team dynamics, and assessment and selection processes. The course covers operational psychology, embedded behavioral health models, integrated primary care, and specialized psychological services for Reserve and National Guard members and veterans.

**CPSY 5847 Psychology and Physiology of Isolated, Confined, and Extreme Environments (2 Credits)**

This course is intended to survey and examine human psychological and physiological performance in extreme, austere, and challenging environments and the secondary effects of these environments after deployment. This course is designed as the second in a series of four courses in military psychology to prepare competent professionals who will utilize knowledge of current affairs, theory, knowledge of the scientific literature, and historical context when working with government, military members, veterans, and the families of servicemembers in an operational, consultative or clinical capacity. This course will examine issues, literature, and critical arguments surrounding team makeup and cohesion in austere environments as well as physiological and cognitive/behavioral effects of operating within these environments. Operational behavioral health will be covered in addition to the physical and psychological after-effects of these deployments. Psychological casualties, forensic issues, and post-deployment transition will also be covered. Prerequisite: CPSY 5846.

**CPSY 5848 Evidence-based Practice for Military-related Health Disparities (2-3 Credits)**

This course focuses on the psychological and physiological effects of military deployment and reintegration. Topics include mental health challenges faced by service members, military sexual trauma, suicide prevention, and resilience-building strategies. Special attention is given to forensic psychology in military settings, transition challenges, and specialized areas such as Survival, Evasion, Resistance, and Escape (SERE) psychology and aeromedical psychology.

**CPSY 5849 Advanced Topics in Military Psychology (2-3 Credits)**

This course explores advanced topics in military psychology, including evidence-based treatments, trauma-informed care, and behavioral health interventions in primary care settings. Students will examine psychological challenges unique to military families, chronic pain and sleep disorders, aging service members, PTSD, moral injury, substance abuse, and traumatic brain injury.

**CPSY 5852 Processes of Addiction (2-3 Credits)**

This course provides an in-depth exploration of addiction from multiple perspectives, focusing on the complex interplay between neurobiology, behavior, and treatment. Students will gain a comprehensive understanding of Substance Use Disorders (SUDs), a medical condition characterized by the harmful pattern of substance use leading to significant impairment or distress. The course will examine the neurobiology of addiction, delving into how drugs and other addictive behaviors affect the brain's reward system, neurochemical pathways, and neural circuits, ultimately shaping patterns of dependence. Additionally, students will explore various models of addiction, including the disease model, the biopsychosocial model, and the learning theory model, which each offer distinct explanations of how addiction develops and persists.

**CPSY 5853 Neurobiology of Attachment, Trauma and Addiction (2 Credits)**

The course will examine research and practice findings from the fields of neuropsychology and biology with regard to substance use disorders. Major findings and theories related to brain and nervous system functioning as they relate to substance use will be discussed, and used to further inform treatment considerations and clinical conceptualization. Additionally, students will be engaged in a more in-depth review of treatment modalities available. Students will build on their knowledge of empirically supported treatments in the first course. Students must successfully pass CPSY 5852 Foundations in Substance Use Disorder prior to enrolling in this course.

**CPSY 5854 Treatment of Substance Use Disorders (2-3 Credits)**

The course examines the major theories addressing substance use disorder and addiction. Students will explore these disorders as understood from a variety of theoretical frameworks (including psychoanalytic, behavioral, humanistic, and social learning theory), as well as findings from neuroscience. The course emphasizes a developmental perspective in the understanding of these issues.

**CPSY 5855 Advanced Topics in Substance Use Disorders (2-3 Credits)**

The course will examine research and practice findings regarding special topics in SUDs (Substance Use Disorders), specifically, behavioral addictions such as sex, pornography, gambling, food, and others. Discussion of brain and nervous system functioning as they relate to behavioral addiction will be discussed and used to further inform treatment considerations and clinical conceptualization.

**CPSY 5865 Introduction to Psychosocial Oncology (3 Credits)**

In this course, students will be introduced to the field of Psychosocial Oncology. This course will include an overview of the physiological processes involved in cancer prevention, etiology, and treatment. Students will develop a better knowledge of the different types of cancer, staging, and treatment options. A brief history of the field of psychosocial oncology will also be presented. The psychological sequelae of cancer diagnosis, treatment, metastases and recurrence, and survivorship will be included in this course. Special topics will also include working with caregivers and family members of cancer patients, sexuality and cancer, and working with patients and families at the end of life. Common psychotherapeutic interventions and assessments for oncology settings will be explored. In addition, the variety of roles of a psychologist in oncology settings will be discussed. Themes that will be included throughout the course are ethical and reflective practice, working with cancer patients from a multicultural perspective, and reducing compassion fatigue.

**CPSY 5870 Advocacy & Leadership in Psychology (3 Credits)**

This course focuses on developing the knowledge, attitudes, and skills necessary for effective advocacy and leadership informed by the field of psychology. Students will explore principles and models of leadership, organizational dynamics, and advocacy strategies to promote the improvement of the human condition at the policy level. The course covers topics such as ethical leadership, public policy, social justice, and the role of psychologists as change agents.

**CPSY 5880 Business Issues in Professional Psychology (3 Credits)**

This course provides an overview of the business and administrative aspects of professional psychology practice. Students will explore topics such as private practice management, healthcare systems, financial planning, marketing, and legal considerations, promoting both clinical excellence and financial sustainability. The course emphasizes the development of skills necessary for effective business operations, including strategic planning, budgeting, and ethical decision-making in business contexts.

**CPSY 5988 Doctoral Paper Development Lab (2 Credits)**

This lab is designed to facilitate the development and writing of your doctoral paper. Students will be expected to adhere to the GSPP Doctoral Paper Guidelines and the APA style guidelines.

**CPSY 5989 Doctoral Paper Development (1-4 Credits)**

This course is designed to facilitate the development and writing of your doctoral paper. Students will be expected to adhere to the GSPP Doctoral Paper Guidelines and the APA style guidelines. A major feature of the class is student-to-student sharing and critiquing of doctoral project ideas and plans. Students are expected to take advantage of this opportunity to hone their writing skills and develop their doctoral paper proposal. Students who have completed the proposal phase of their project will further develop their research methodology during the course. Research is not a solo endeavor! It requires history, context, ideas, feedback, and stakeholders in its use. It also, importantly, is not necessarily a linear process – students will find that they must revisit and rewrite sections and ideas they'd considered complete. The input of classmates and the instructor is invaluable; further, learning how to give good feedback can only enhance a student's ability to think critically and write clearly. Therefore, this will be a highly interactive class. Students are encouraged to discuss issues and concerns around doctoral paper writing with the instructor and to participate in problem-solving with their classmates. The first 15 minutes (at least) of each class will be devoted to problem-solving and addressing student questions.



**CPSY 5990 PsyD Internship (4 Credits)**

This is the call number for students who have successfully matched and formally accepted a pre-doctoral psychology internship. Students are permitted to enter the internship match process upon receiving approval and support from the PsyD faculty and the PsyD Director of Clinical Training. All students must adhere to the academic and other procedural expectations set forth by the Director of Clinical Training and the PsyD program prior to entering the PsyD internship match process. Successful completion of required PsyD Coursework. Must meet expectations set forth by the PsyD program and the Director of Clinical Training in order to take part in the internship match process. All students must receive approval from the PsyD faculty and DCT to go into internship year.

**CPSY 5991 Independent Study (1-3 Credits)**

Student must request permission from advisor and program director.

**CPSY 5993 Advanced External Practicum (1-8 Credits)**

All PsyD students are required to work as a Psychology Trainee in an outside agency each year prior to the internship year. The minimum total is 384 hours per year. Students are expected to arrange with an external practicum to receive psychological clinical training, which could include the following types of experiences: psychotherapy, assessments, group therapy, individual therapy, family therapy, supervision, primary care psychology, intake evaluations, case management, consultation, testing, etc.

**CPSY 5994 PsyD Internship (4,8 Credits)**

The Graduate School of Professional Psychology (GSPP) requires that all students attend a yearlong or two half-time years of clinical internship. Internship is the clinical experience after the student has completed all courses, the clinical competency examination, and at least three years of residency at GSPP. Students typically apply through APPIC and are offered formal internships. Occasionally students create internships, but they must be approved formally through GSPP prior to the start of the internship. The basic experiences may include training in: psychotherapy, assessments, group therapy, individual therapy, family therapy, supervision, primary care psychology, intake evaluations, case management, consultation, testing, etc. To register, student must have departmental approval. Students can register half-time for 4 credit hours or full-time for 8 credit hours.

**CPSY 5995 Independent Research (1-17 Credits)**