

# PROFESSIONAL PSYCHOLOGY

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Office: Ammi Hyde Building  
 Mail Code: 2450 S. Vine Street, Denver, CO 80208  
 Phone: 303-871-3736  
 Email: [gsppinfo@du.edu](mailto:gsppinfo@du.edu)  
 Web Site: [www.du.edu/gspp/](http://www.du.edu/gspp/) (<http://www.du.edu/gspp/>)

## Doctor of Psychology in Clinical Psychology (PsyD)

The PsyD program at the University of Denver is housed in the Graduate School of Professional Psychology (GSPP). The mission of the PsyD program is to educate competent doctoral level practitioner-scholars who meet and exceed standards of the profession-wide competencies and discipline-specific knowledge to become Health Service Providers.

The PsyD program has four aims that prepare students to become Health Service Psychologists using the practitioner-scholar model. We seek to educate future Clinical Psychologists who will:

- 1) contribute to the common good by using communication and interpersonal skills and individual and cultural diversity competencies,
- 2) be grounded in the research, ethical and legal standards, professional values, attitudes, and behaviors competencies,
- 3) provide profession-wide services and work in the areas of assessment, intervention, supervision, consultation and interprofessional/interdisciplinary skills.
- 4) produce competent, entry-level graduates who can function in a variety of settings and grow with the profession and the health needs of local, national, and global communities.

## Program Accreditation

The PsyD Program is accredited by the American Psychological Association. The program has been accredited since 1979, upholding a practitioner-scholar model of training.

## Master of Arts in Forensic Psychology

The Master of Arts in Forensic Psychology (MAFP) was first offered at the GSPP in 1999 in response to the growing interest in the rapidly developing field of forensic psychology. The degree supplements fundamental master's level clinical psychology training with course work and practicum experiences in the area of psychology and law. The Master's Degree in Forensic Psychology concerns the application of psychological theory, knowledge, skills and competencies to the civil and criminal justice systems. It is designed to train students to become mental health professionals, able to work in a variety of clinical settings within the criminal and civil legal system, including but not limited to: adult, juvenile and child populations; victim assistance; police consultation; correctional institutions; intimate partner violence and child abuse programs; and trial consulting. The MAFP Program is unique in many respects. Our curriculum, consisting of 90 credits, is forensically and clinically based, with an emphasis on applied practice. Students complete two field placements (up to a year in duration), allowing for the exploration of different forensic interests and providing them with a solid clinical foundation. Students benefit from the expertise of core and adjunct faculty who are active practitioners and scholars in the field.

## Master of Arts in International Disaster Psychology: Trauma and Global Mental Health <sup>1</sup>

The University of Denver's Graduate School of Professional Psychology is proud to offer our Master's Program in International Disaster Psychology: Trauma and Global Mental Health (MAIDP). This degree is designed for those who wish to provide effective mental health and psychosocial services to individuals and communities in the US and globally who are affected by traumatic events, acute and chronic civil conflict, natural disasters, and health-related pandemics. Our program is recognized for 'Innovative Graduate Training' by both the American Psychological Association & the National Council of Schools and Programs of Professional Psychology, and is the first master's program of its kind in the nation.

Through academic coursework and practical experiences, students develop a solid foundation for knowledge and skills in the mental health field and unique and specific approaches in the field of international disaster psychology. Students receive essential opportunities to integrate knowledge with practice in contextually relevant and culturally competent ways. Internship experiences domestically and abroad, disaster simulation exercises, and classroom case studies support an integrated training experience helping students bring a "best practice" model to their work in a variety of psychosocial and mental health contexts internationally and in the U.S.

Instruction is provided in diverse areas including international disaster psychology, trauma intervention, disaster mental health, gender-based violence, crisis intervention, group dynamics, loss and grief, the effects of trauma on life-span development, psychotherapeutic models, program evaluation and research, global health, and cross-cultural foundations. Faculty expertise addresses the full span of mental health and psychosocial work that is necessary for effective work in this innovative field.

Our graduates work in a variety of professional settings providing direct services to populations affected by trauma, training and consulting with community, non-governmental and government agencies to promote psychosocial wellness of affected populations, developing emergency preparedness and response plans, and monitoring and evaluating psychosocial interventions. With comprehensive and specialized training in this emerging field of international disaster psychology, our students are prepared to make a difference in the world.

## Master of Arts in Sport & Performance Psychology

The University of Denver's Graduate School of Professional Psychology, with its history of pioneering innovative training in psychology, is proud to offer a Master of Arts degree in Sport and Performance Psychology (MASPP). This degree is intended for individuals in the sport, performing arts, business, high risk occupations, health and fitness, or mental health fields who want to develop their ability to improve the performance and lives of those with whom they work. Those applicants involved in coaching and teaching in sport and performance settings are encouraged to add to their skills and abilities through this training. Denver's passion for sports and a thriving performing arts scene make it a perfect place to master the practice of sport and performance psychology.

The field of sport and performance psychology is concerned with the psychological factors that influence human performance and the psychological effects of participation in performance domains. It involves assessment and intervention strategies that enhance an individual's or group's performance, personal growth, and enjoyment in their performance area.

GSPP's program is unique and pioneering in many respects. There are several areas in which this program truly stands out from other educational opportunities in the field of sport and performance psychology, including: our applied focus, the curriculum, practicum opportunities, and the faculty. The program provides the necessary training for an individual to become a competent, proficient sport and performance psychologist with the completion of a psychology doctoral program. The Master of Arts degree in Sport and Performance Psychology will help those who consult, coach, and work with others do their job more effectively and experience more rewarding outcomes.

## Master of Arts in Sport Coaching (Online)

The Sport Coaching program is housed in the Graduate School of Professional Psychology, which has a rich history of innovative professional preparation. Psychologists and sport psychologists were pioneers to study coach effectiveness and coach education. In recent years, coach education at a university setting has become more popular, and more important to produce quality coaches. The Sport Coaching program is the only master's level degree program in coaching offered in a school of psychology in the country. Our program builds upon the innovative preparation of the GSPP and the successful Master of Arts in Sport & Performance Psychology, but diverges in important ways.

The Sport Coaching curriculum was built from the ground up with student and coach success in mind. From idea to implementation, nearly two years went into planning and designing the curriculum, collaborating with leading experts in teaching, learning and student success, hiring quality instructors with experience in sport and coaching settings, and crafting our courses. Students may complete all of the degree requirements fully online. The Sport Coaching program, like all programs in GSPP, maintains the highest level of accreditation offered by The Higher Learning Commission of the North Central Association of Colleges and schools. In 2016, the Sport Coaching program was officially recognized by the National Strength and Conditioning Association (NSCA) as a Graduate Studies Applied program. The program was also designed around the standards put forth by the National Committee for Accreditation of Coach Education (NCACE). The Sport Coaching program has maintained official recognition by the National Strength and Conditioning Association (NSCA) as a Graduate Studies Applied program since 2016.

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<sup>1</sup>Degree on transcript for the *Master of Arts in International Disaster Psychology: Trauma and Global Mental Health* transcript will be worded as *MA in Global Trauma & Disaster Psych.*

## Doctor of Psychology in Professional/Clinical Psychology

### Degree and GPA Requirements

- Bachelor's degree: All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.
- Grade point average: The minimum undergraduate GPA for admission consideration for graduate study at the University of Denver is a cumulative 2.5 on a 4.0 scale or a 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree. An earned master's degree or higher from a regionally accredited institution supersedes the minimum standards for the baccalaureate. For applicants with graduate coursework but who have not earned a master's degree or higher, the GPA from the graduate work may be used to meet the requirement. The minimum GPA is a cumulative 3.0 on a 4.0 scale for all graduate coursework undertaken.
- Program GPA requirement: The minimum undergraduate GPA for admission consideration for this program is a cumulative 2.5 on a 4.0 scale.

### Prerequisites

- Applicants WITHOUT a psychology background (major or minor) must meet the department's psychology prerequisite prior to matriculation. The psychology prerequisite can be met either through psychology coursework or by obtaining a score of at least 660 or higher on the psychology subject GRE exam. Applicants should state how they plan to meet the psychology prerequisite in their application. For the psychology coursework prerequisite, applicants must complete four (4) psychology courses earning a 'B' or better in these classes from a regionally accredited institution. Applicants offered admission should be aware that all psychology classes must be completed before registration in September.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5

- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

English Conditional Admission: No, this program does not offer English Conditional Admission.

## Master of Arts in Forensic Psychology

### Degree and GPA Requirements

- Bachelor's degree: All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.
- Grade point average: The minimum undergraduate GPA for admission consideration for graduate study at the University of Denver is a cumulative 2.5 on a 4.0 scale or a 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree. An earned master's degree or higher from a regionally accredited institution supersedes the minimum standards for the baccalaureate. For applicants with graduate coursework but who have not earned a master's degree or higher, the GPA from the graduate work may be used to meet the requirement. The minimum GPA is a cumulative 3.0 on a 4.0 scale for all graduate coursework undertaken.
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- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

English Conditional Admission: No, this program does not offer English Conditional Admission.

## Master of Arts in International Disaster Psychology: Trauma and Global Mental Health

### Degree and GPA Requirements

- Bachelor's degree: All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.
- Grade point average: The minimum undergraduate GPA for admission consideration for graduate study at the University of Denver is a cumulative 2.5 on a 4.0 scale or a 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree. An earned master's degree or higher from a regionally accredited institution supersedes the minimum standards for the baccalaureate. For applicants with graduate coursework but who have not earned a master's degree or higher, the GPA from the graduate work may be used to meet the requirement. The minimum GPA is a cumulative 3.0 on a 4.0 scale for all graduate coursework undertaken.
- Program GPA requirement: The minimum undergraduate GPA for admission consideration for this program is a cumulative 2.5 on a 4.0 scale.

### Prerequisites

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### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

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- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

English Conditional Admission: No, this program does not offer English Conditional Admission.

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## Master of Arts in Sport and Performance Psychology

### Degree and GPA Requirements

- Bachelor's degree: All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.
- Grade point average: The minimum undergraduate GPA for admission consideration for graduate study at the University of Denver is a cumulative 2.5 on a 4.0 scale or a 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree. An earned master's degree or higher from a regionally accredited institution supersedes the minimum standards for the baccalaureate. For applicants with graduate coursework but who have not earned a master's degree or higher, the GPA from the graduate work may be used to meet the requirement. The minimum GPA is a cumulative 3.0 on a 4.0 scale for all graduate coursework undertaken.
- Program GPA requirement: The minimum undergraduate GPA for admission consideration for this program is a cumulative 2.5 on a 4.0 scale.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

English Conditional Admission: No, this program does not offer English Conditional Admission.

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## Master of Arts in Sport Coaching (Online)

### Degree and GPA Requirements

- Bachelor's degree: All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.
- Grade point average: The minimum undergraduate GPA for admission consideration for graduate study at the University of Denver is a cumulative 2.5 on a 4.0 scale or a 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree. An earned master's degree or higher from a regionally accredited institution supersedes the minimum standards for the baccalaureate. For applicants with graduate coursework but who have not earned a master's degree or higher, the GPA from the graduate work may be used to meet the requirement. The minimum GPA is a cumulative 3.0 on a 4.0 scale for all graduate coursework undertaken.
- Program GPA requirement: The minimum undergraduate GPA for admission consideration for this program is a cumulative 2.5 on a 4.0 scale.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

English Conditional Admission: No, this program does not offer English Conditional Admission.

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## Certificate in Strength and Conditioning and Fitness Coaching (Online)

### Degree and GPA Requirements

- Bachelor's degree: All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.
- Grade point average: The minimum undergraduate GPA for admission consideration for graduate study at the University of Denver is a cumulative 2.5 on a 4.0 scale or a 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree. An earned master's degree or higher from a regionally accredited institution supersedes the minimum standards for the

baccalaureate. For applicants with graduate coursework but who have not earned a master's degree or higher, the GPA from the graduate work may be used to meet the requirement. The minimum GPA is a cumulative 3.0 on a 4.0 scale for all graduate coursework undertaken.

- Program GPA requirement: The minimum undergraduate GPA for admission consideration for this program is a cumulative 2.5 on a 4.0 scale.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

English Conditional Admission: No, this program does not offer English Conditional Admission.

## Specialized Graduate Certificate in Strength & Conditioning and Fitness Coaching (Online)

### Degree and GPA Requirements

- Bachelor's degree: All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.
- Grade point average: The minimum undergraduate GPA for admission consideration for graduate study at the University of Denver is a cumulative 2.5 on a 4.0 scale or a 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree. An earned master's degree or higher from a regionally accredited institution supersedes the minimum standards for the baccalaureate. For applicants with graduate coursework but who have not earned a master's degree or higher, the GPA from the graduate work may be used to meet the requirement. The minimum GPA is a cumulative 3.0 on a 4.0 scale for all graduate coursework undertaken.
- Program GPA requirement: The minimum undergraduate GPA for admission consideration for this program is a cumulative 2.5 on a 4.0 scale.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

English Conditional Admission: No, this program does not offer English Conditional Admission.

## Specialized Graduate Certificate in Psychology of Coaching (Online)

### Degree and GPA Requirements

- Bachelor's degree: All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.
- Grade point average: The minimum undergraduate GPA for admission consideration for graduate study at the University of Denver is a cumulative 2.5 on a 4.0 scale or a 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree. An earned master's degree or higher from a regionally accredited institution supersedes the minimum standards for the baccalaureate. For applicants with graduate coursework but who have not earned a master's degree or higher, the GPA from the graduate work may be used to meet the requirement. The minimum GPA is a cumulative 3.0 on a 4.0 scale for all graduate coursework undertaken.
- Program GPA requirement: The minimum undergraduate GPA for admission consideration for this program is a cumulative 2.5 on a 4.0 scale.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

English Conditional Admission: No, this program does not offer English Conditional Admission.

# Doctor of Psychology in Clinical Psychology

## Doctor of Psychology in Clinical Psychology (PsyD)

The University of Denver is on a quarter system. Students attend classes as a cohort over fall, winter, spring and summer quarters for three years (minimum). The University of Denver and the American Psychological Association require that students enroll in course work for at least twelve quarters. Students are required to attend at least eight credit hours per quarter for twelve quarters unless pre-approved for part-time status.

### Degree Requirements

#### Coursework Requirements

Code	Title	Credits
<b>Core coursework requirements</b>		<b>110</b>
CPSY 4010	Introduction to Statistics	3
CPSY 5000	Rad Behav/Func Contextl Models	3
CPSY 5010	Cognitive & Affective Models	3
CPSY 5020	Psychoanalytic Models	3
CPSY 5030	Systems Models	3
CPSY 5040	History and Systems in Psych	2
CPSY 5050	Advanced Statistics	3
CPSY 5070	Research Methods	2
CPSY 5073	Qualitative Research Methods	2
CPSY 5075	Program Evaluation Technique	3
CPSY 5080	Diagnosis and Classification	2
CPSY 5130	Issues in Measurement	3
CPSY 5170	Life Cycle: Inf to Mid Childhd	3
CPSY 5180	Life Cycle: Adolescent - Adult	2
CPSY 5200	Life Cycle: Late Adulthood	3
CPSY 5230	Group Dynamics & Interventions	3
CPSY 5231	Social Psychology	3
CPSY 5270	Physiological Psychology I	3
CPSY 5290	Clinical Neuropsychology	3
CPSY 5310	Ethical Issues in Psychology	3
CPSY 5320	Professional Issues in Psych	2
CPSY 5340	Social Psychology of Racism and Oppression	3
CPSY 5360	Racial/Ethnic Identity Dvlpmnt	3
CPSY 5370	Lesbian, Gay, Bisexual and Transgender Issues	3
CPSY 5380	Culturally Competent Psychotherapy	3
CPSY 5562	Psychological Consultation	2
CPSY 5680	Cognitive Assessment	4
CPSY 5690	Introduction to the Rorschach	4
CPSY 5705	Self Report Assessment	3
CPSY 5740	Integrative Personality Assessment	2
CPSY 5750	Supervision	2
First-Year Seminar		8
2 credits/quarter for 4 quarters=8 credit hours total		
CPSY 5385	First-Year Seminar (First-Year Seminar)	2
Advanced Professional Seminar		16
Complete 2 credits/quarter for 8 quarters (16 credit hours total) from the following:		
CPSY 5386	Professional Seminar: Treatment of Children and Adolescents	2
CPSY 5388	Professional Seminar: Psychological Assessment	2
CPSY 5389	Professional Seminar: Behavior Therapy	2
CPSY 5390	Professional Seminar: Forensic Issues	2
CPSY 5391	Professional Seminar: Psychodynamic Therapy	2
CPSY 5392	Professional Seminar: Couple and Family	2
CPSY 5393	Professional Seminar: Acceptance and Commitment Therapy	2

CPSY 5394	Professional Seminar: Existential/HUMANISTIC Relational Therapy	2
CPSY 5404	Professional Seminar: Integrative Therapy	2
CPSY 5406	Professional Seminar: Health Psychology	2
CPSY 5407	Professional Seminar: Caregiver and Child Relationships From Pregnancy Through Early Childhood	2
CPSY 5408	Professional Seminar: Military Psychology	2
<b>Elective requirements</b>		<b>25</b>
Minimum of 25 credits from the following courses:		
CPSY 5108	Introduction to Acceptance and Commitment Therapy (ACT)	2
CPSY 5120	Introduction to Animal-Assisted Interventions	3
CPSY 5250	Existential and Humanistic Theory and Therapy	2
CPSY 5271	Physiological Lab I	1
CPSY 5420	Behav-Analytic Prin 1	2
CPSY 5421	Behavioral Analysis Princ La	1
CPSY 5422	Behav-Analytic Prin 2	2
CPSY 5423	Behav-Analytic Assess/Case Frm	2
CPSY 5424	Behavior-Analytic Intervention	2
CPSY 5466	Health Psychology	2
CPSY 5469	Sport and Performance Psychology Practicum in Collegiate Athletics II	1
CPSY 5480	Integrated Primary Care	2
CPSY 5500	Diagnosis & Treatment of Children	2
CPSY 5505	Diagnosis & Treatment of Adolescents	2
CPSY 5550	Couples Therapy	2
CPSY 5560	Family Therapy	2
CPSY 5591	Psychodynamic Psychotherapy	2
CPSY 5620	Intersubjective Systems Theory	2
CPSY 5685	Introduction to Pediatric Neuropsychological Assessment	2
CPSY 5686	Suicide Prevention, Intervention and Postvention	2
CPSY 5687	Contemporary Issues in Geropsychology	2
CPSY 5692	Advanced Rorschach Analysis	2
CPSY 5700	Advanced Personality Assessment	3
CPSY 5706	Self Report Assessment Lab	1
CPSY 5741	Therapeutic Assessment	2
CPSY 5745	Human Sexuality	2
CPSY 5755	Supervision Practicum I	1
CPSY 5756	Supervision Practicum II	1
CPSY 5757	Supervision Practicum III	1
CPSY 5758	Supervision Practicum IV	1
CPSY 5760	Professional Issues II	2
CPSY 5765	Cognitive Behavioral Therapy	2
CPSY 5831	Theory and Foundations of IECMH: Infant and Early Childhood Mental Health	2
CPSY 5832	Caregiver-Child Assessment in IECMH: The Process of Assessment, Diagnosis, Report Writing, & Feedback	2
CPSY 5833	Advanced Topics in IECMH: Infant and Early Childhood Mental Health	2
CPSY 5834	Perinatal-5 Mental Health: Training Intensive in Evidenced-Based Approaches	2
CPSY 5840	Psychopharmacology	2
CPSY 5846	Military Psychology and the Culture of Warfighting	2
CPSY 5848	Evidence-based Practice for Military-related Health Disparities	2
CPSY 5849	Behavioral Medicine and Interprofessional Healthcare in Military/Veterans	2
CPSY 5852	Foundations in Substance Use Disorder	2
CPSY 5853	Neurobiology of Attachment, Trauma and Addiction	2
CPSY 5854	Behavioral Addictions: Assessment and Treatment	2
CPSY 5855	Advanced Treatment of Substance Use and Addictive Disorders	2

CPSY 5865	Introduction to Psychosocial Oncology	3
CPSY 5866	Interprofessional Systems in Healthcare	2
CPSY 5880	Business Issues in Professional Psychology	2
CPSY 5825	Introduction to Latinx Psychology and the Latinx Experience	2
CPSY 5826	Latinx & Underserved Populations Advanced Practicum I-Aiming to Reduce Mental Health Disparities	3
CPSY 5827	Psychological Assessment with Latinx Populations	3
CPSY 5828	Latinx & Underserved Populations II-Advanced Practicum-Spanish Intensive	2
CPSY 5989	Doctoral Paper Development	1
<b>Total Credits</b>		<b>135</b>

Minimum number of credits required for the degree: 135

### Specialty Focus Tool:

Each student must select and enroll in a minimum of 15 credit hours of elective course work in their specialty area, including courses taken at the GSPP or other DU department/schools (classes taken at the College of Law, Iliff School of Theology and University College do not count towards the 135 credits). Written approval from your advisor must be attained for appropriate coursework transferred from other academic departments and placed in the student's file. Discuss classes taken in other departments with your advisor prior to taking the class, and have your advisor write a memo of approval for your file. Make sure the class is at the graduate level.

- The 15 credit hours cannot include required/core courses, except one advanced professional seminar.
- Students must take one advanced professional seminar appropriate to the specialty area.
- Independent study, which is relevant, may be included.
- Complementary clinical work, including a year of field placement in an appropriate setting, is recommended.
- Students are encouraged to undertake a doctoral paper that will serve as a scholarly contribution to the area of specialization.
- When completing the check-out process for internship, students and advisors should double check that courses were indeed completed. Student may need to update specialty focus form for their file.

Examples include behavior therapy, couples and family therapy, forensic psychology, psychological assessment, health psychology, Latinx psychology, military psychology, neuropsychology & rehabilitation psychology, substance use disorders, and infant and early childhood mental health.

### Non-coursework Requirements

- Professional Psychology Clinic (PPC): All PsyD students become staff members of the PPC, a community-based training clinic. Students are expected to work with clients each year prior to the internship year. The student-therapists provide psychotherapy, play therapy, group therapy, and psychological assessments and testing. Students are supervised by licensed psychologists who use video recordings, audiotapes, and one-way mirrors to view clinical work. Clients represent diverse ethnic, racial, social, religious, and individual backgrounds and cultural identities. Clients are self-referred or referrals come from private and public sources throughout the community.
- Community Field Placement: Each year prior to the internship year, students are also required to be in a community field placement for a minimum of eight hours per week. In these placements, students are involved in supervised professional experiences in mental health centers, schools, college counseling centers, the justice system, hospitals, rehabilitation centers, private practices, residential treatment homes, and businesses in the Denver metropolitan area. There is a wide choice of placements, and available paid placements are often filled by second and third year students. Within the general field placement requirement, students are required to work a minimum of 40 contact hours with clients from at least one culturally diverse group. Opportunities for such experience are available in a variety of the community field placement settings. The 40 contact hours are a total to be achieved during the time a student is enrolled in the program.
- Each student is required to pass a clinical competency exam prior to graduation from the program.
- Doctoral Paper: The doctoral paper requirement requires students to make an original contribution to psychological scholarship. Students may choose to do a qualitative or quantitative research project, or can choose other forms of scholarship, such as developing a case study or treatment protocol. Doctoral papers should be publication quality, and students are encouraged to submit their papers for publication.
- Internship: GSPP requires an American Psychological Association (APA) approved clinical internship which is either full time for 12 months or equivalent. PsyD students participate in the national APPIC Match and are given significant support in this process from the Director of Clinical Training. GSPP offers an exclusively affiliated consortium that is APA accredited. Students may apply to sites outside the consortium, either locally or nationally. Students must pass the internship in order to receive the PsyD degree.
- Assessment: GSPP requires a minimum of 4 assessments be completed before leaving for internship. To qualify, an assessment must be done by the student alone, integrate information from an interview and at least 2 psychological tests (cognitive and personality performance-based tests, self-reported based tests, etc.), and include a report that the student has written. Note that neuropsychological screening tests alone count as half



an assessment. Up to half of the requirement can be met by doing neuropsychological screen batteries, which include a written report integrating the screening results with the results of other tests and interview data. The assessments can be completed in the PPC (through seminar, assessment small groups, or individual supervision) or field placements. All assessments must be conducted under appropriate supervision.

## Master of Arts in Professional/Clinical Psychology

### Master of Arts in Professional/Clinical Psychology

To be eligible, current PsyD students must have two years of residency and successful advancement to preliminary candidacy. Students must submit an application to graduate and meet with their advisor for candidacy sign-off by the deadline.

#### Degree Requirements

##### Coursework Requirements

- Completion of 90 quarter hours of coursework earned from GSPP at the University of Denver

##### Non-coursework Requirements

- Two years of field placement and seminar
- Clinical Competency Exam

*Students who come to GSPP with a psychology based MA, who receive blanket 45 transfer credits for the PsyD degree, are not eligible for the interim MA from GSPP.*

## Master of Arts in Forensic Psychology

### Master of Arts in Forensic Psychology

The University of Denver is on a quarter system and students complete the program as a cohort, attending fall, winter, and spring quarters of both years. Program requirements are designed to be completed in six academic quarters over two years. The University of Denver (DU) requires that a student enroll in coursework for at least six quarters.

#### Degree Requirements

##### Coursework Requirements

Code	Title	Credits
CPSY 4000	Issues in Forensic Psychology I	2
CPSY 4010	Introduction to Statistics	3
CPSY 4021	Intro to Clinical Interviewing, Psychopathology & Diagnosis, and Applied Case Conceptualization	5
CPSY 4031	Supervision & Consultation	1
CPSY 4040	Issues in Forensic Psychology II: Human Sexuality & Gender-Based Violence	3
CPSY 4050	Research Methods	3
CPSY 4060	Biological Bases of Criminal Behavior: Adult Psychopathology	3
CPSY 4070	Trauma & Crisis Intervention	3
CPSY 4080	Issues in Forensic Psychology III	3
CPSY 4081	Overview of Personality & Self-Report Assessment	2
CPSY 4100	Mental Health Law	3
CPSY 4110	Family Systems and Therapy	3
CPSY 4200	Practicum I: Professional Orientation	2
CPSY 4210	Practicum II: Introduction to Multicultural Issues	3
CPSY 4220	Practicum III: Lifestyle Development	3
CPSY 4230	Practicum IV: Theories of Personality Diagnosis	3
CPSY 4240	Practicum V: Theories of Counseling and Behavioral Health Approaches	2
CPSY 4250	Practicum VI: Professional Identity and Career Development	3
CPSY 4300	Evaluation and Treatment of Juveniles	3
CPSY 4310	Ethical and Legal Issues	3
CPSY 4323	Issues in Measurement & Cognitive Assessment	3
CPSY 4330	Cognitive Behavioral Theory and Interventions	3
CPSY 4340	Psychopathology, Evaluation & Treatment of the Adult Offender	3
CPSY 4350	Sociocultural Issues in Forensic Psychology	3
CPSY 4370	Substance Abuse	3
CPSY 4380	Group Interventions	3
CPSY 4430	Career Counseling	3

CPSY 4545	Lifespan Development and the Cultural Context	3
<b>Elective Requirements</b>		<b>10</b>
Minimum of 5 Research and Assessment elective credits and 5 credits of additional electives		
CPSY 4105	Psychology, Public Policy, and Advocacy	
CPSY 4106	Introduction to Animal Abuse Evaluation and Intervention	
CPSY 4108	Special Topics in Forensic Psychology	
CPSY 4335	Introduction to Trial Consulting	
CPSY 4601	Psychology and Race in an International Setting: South Africa	
Students are allowed to take elective courses in other GSPP programs. Students may also take electives from other traditional graduate departments at the university, such as counseling or social work. Students taking elective courses outside the department should check with their advisor to be sure that the course will count toward the degree requirements.		
<b>Research/Assessment Courses Include:</b>		
CPSY 4112	Neuropsychological Screening	
CPSY 4113	Program Evaluation and Grant Writing	
CPSY 4324	Issues in Measurement & Cognitive Assessment Lab Independent Study	
CPSY 4400	Projective Assessment and Report Writing	
CPSY 4410	Criminal Evaluations	
CPSY 4420	Research in Forensic Psychology: Independent Study	
CPSY 5050	Advanced Statistics	
<b>Total Credits</b>		<b>90</b>

Minimum number of credits required for the degree: 90

### Non-coursework Requirements

- Field Placements: We require that students engage in direct service through their field placements, working with diverse populations and in diverse settings. A variety of field placement opportunities are available, including county probation, community health centers, correctional facilities, outpatient treatment agencies, medical examiner's office, victim assistance/advocacy agencies, and juvenile assessment centers. Students may also apply to complete a field placement through our institute, DenverFIRST (Forensic Institute for Research, Service, and Training). As an adjunct to their field placements, students are enrolled in practicum courses that provide added clinical support and foster development as professionals and practitioners. During your time in the MAFP Program:

- You must complete two academic yearlong field placements (one first year, one second year).
- You must complete a minimum of 700 hours of field placement work total. Of the 700 required total field placement hours you must earn during the MAFP Program.
- At least 280 hours must involve direct client contact

In terms of your academic yearlong field placements:

- One of your academic yearlong field placements must be clinical.
- You must complete at least 260 hours during each of your academic yearlong field placements.
- The remaining 180 hours of field placement work needed to get to 700 total hours requirement may be met with summer or secondary practica, in addition to hours earned during your academic yearlong field placement.
- Clinical Competency Exam: Students will be required to pass an oral clinical competency examination in the spring of their second year. The oral exam is clinical in nature, and evaluates students on their mastery of the theoretical and conceptual underpinnings of forensic practice, as well as the technical and applied aspects of forensic practice, as captured by our MAFP competencies.
- Personal Therapy: The Master's in Forensic Psychology program requires personal therapy for all students. Faculty believe that personal therapy is a vital component of clinical psychology training and growth, and that it is the professional responsibility of every clinician to identify, address, and work through personal issues that may have an impact on clinical interactions with clients. Students are required to complete a minimum of 3 sessions (45-50 minutes in length) with the same therapist by the end of their first year of the program. It is required that therapy be provided by a licensed psychologist, professional counselor, social worker, or other mental health worker under the supervision of a licensed professional. If you select a therapist not in this category, you must petition the Director of Forensic Studies for approval. Students will not be advanced to preliminary candidacy until the therapy requirement is met. Students must complete this requirement by the summer of their first year. The student must petition the Director for an exception if therapy is not completed in this time frame.
- MAFP Diversity, Equity, and Inclusion (DEI) and Social Justice (SJ) Requirement:
  - Successful demonstration of the core MAFP Program competencies as they relate to DEI and SJ throughout all aspects of the program, including classes and field placement.

- Completion of all required training, e.g., Queer & Ally Training.
- Successful completion of the MAFP Clinical Competency Examination.

### Optional Research

- Students can also enroll in a one credit elective, CPSY 4420 Research in Forensic Psychology: Independent Study, and engage in ongoing or novel research. Students have been able to present at local and national conferences and have published with faculty in law and psychology journals.

## Master of Arts in International Disaster Psychology: Trauma and Global Mental Health

### Master of Arts in International Disaster Psychology: Trauma and Global Mental Health

Program requirements are designed to be completed in seven academic quarters over two years. The University of Denver is on a quarter system and students must attend fall, winter, spring, and summer quarters of their first year and fall, winter, and spring quarters of their second year.

### Degree Requirements

#### Coursework Requirements

Code	Title	Credits
<b>Core requirements</b>		
CPSY 4010	Introduction to Statistics	3
CPSY 4020	Psychopathology and Diagnosis	3
CPSY 4050	Research Methods	3
CPSY 4090	Issues in Measurement	3
CPSY 4370	Substance Abuse	3
CPSY 4380	Group Interventions	3
CPSY 4430	Career Counseling	3
CPSY 4500	Foundations: Trauma and Global Psychology	2
CPSY 4501	Psychotherapeutic Models of Intervention	3
CPSY 4503	Clinical Interviewing	3
CPSY 4505	Multiculturalism and Diversity	3
CPSY 4509	Global Mental Health Systems	3
CPSY 4510	Intercultural Practice and Development	2
CPSY 4512	Disaster Mental Health	3
CPSY 4515	Ethics	3
CPSY 4530	Program Evaluation	3
CPSY 4535	Practicum: Professional Identity and Practice	2
CPSY 4536	Practicum: Working With Diverse Populations	2
CPSY 4537	Practicum: Interview, Assessment and Diagnosis	2
CPSY 4538	Practicum: Life-span Considerations in Practice	2
CPSY 4539	Practicum: Evidenced Based Practices in Psychology and Counseling	2
CPSY 4540	Practicum: Biopsychosocial Systems in Practice	2
CPSY 4542	Psychophysiology	3
CPSY 4544	Psychological Assessment in Multicultural Contexts	3
CPSY 4545	Lifespan Development and the Cultural Context	3
CPSY 4556	Trauma Interventions from Cross-cultural Perspectives	3
CPSY 4563	Family Therapy	3
CPSY 4567	Culture Lab: Cultural Humility & Global Mental Health Internship Preparation	1
CPSY 4570	Crisis Intervention & Suicide Prevention	3
CPSY 4590	Psychology of Loss and Grief	2
CPSY 4595	Global Mental Health Internship	6
CPSY 4606	Sexuality and Gender-based Violence	3
<b>Elective requirements - Minimum of 2 credit hours</b>		<b>2</b>

Students are allowed to take elective courses in other GSPP programs. Students may also take electives from other traditional graduate departments at the university, such as counseling or social work. Students taking elective courses outside the department should check with their advisor to be sure that the course will count toward the degree requirements.

CPSY 4564	Advanced Spanish Language for Clinical Practice
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CPSY 4562

Public Policy and Advocacy

**Total Credits****90**

Minimum number of credits required for the degree: 90

**Non-coursework Requirements**

- **Community-Based Field Placement:** During the fall, winter, and spring terms of both their first and second years, students are required to complete community field placements and supervision in the Denver area. A variety of field placement sites are available, including local non-governmental and state agencies providing direct mental health care, case management, policy and grant writing, disaster planning and preparedness, and disaster relief services. Agencies serve diverse populations and age groups, including refugee and low-SES individuals, many of whom have been affected by trauma and disaster. Students spend a minimum of ten hours a week at their placement.
- **Trauma and Disaster Recovery Clinic (TDRC):** During the fall, winter, and spring terms of their first and second years, students are required to carry a client (individual, couple, family, or group) in the TDRC. This clinical work is supervised in the small-group supervision seminar. Either in the first or second year of the program, students may request to participate in the small-group program evaluation seminar to fulfill this requirement.
- **International Internship:** During the summer between the first and second year of enrollment, students engage in an 8-week international internship, providing a rich opportunity to apply theory to practice in the global context. International internships are arranged by the program with non-governmental and governmental agencies whose missions focus on a variety of mental health and psychosocial issues relevant to the needs of individuals and communities affected by disaster and trauma. While the locations of our internships vary each summer, in recent years students have interned in Liberia, Malawi, Uganda, Kenya, India, Serbia, Northern Ireland, Cambodia, Sri Lanka, and Nepal.
- Each student is required to pass an oral competency exam prior to graduation from the program. This exam will be administered during the spring quarter of the second year of matriculation.

## Master of Arts in Sport & Performance Psychology

### Master of Arts in Sport & Performance Psychology

Program requirements are designed to be completed in six academic quarters over two years. The University of Denver (DU) requires that a student enroll in course work for at least six quarters. The University is on a quarter system and students complete the program as a cohort, attending fall, winter, and spring quarters of both years.

**Degree Requirements****Coursework Requirements**

Code	Title	Credits
<b>Core requirements</b>		
CPSY 4010	Introduction to Statistics	3
CPSY 4050	Research Methods	3
CPSY 4652	Theoretical Aspects of Sport and Performance Psychology	3
CPSY 4662	Foundation of Counseling Theories	3
CPSY 4669	Consulting Methods & Practices	3
CPSY 4671	Theories of Performance Excellence	3
CPSY 4672	Counseling Methods & Practices	3
CPSY 4674	Clinical Issues: Interviewing and Diagnosis	3
CPSY 4680	Sport and Performance Psychology Practicum <sup>1</sup>	9
CPSY 4681	Multicultural Issues	3
CPSY 4682	Ethical and Legal Issues	3
CPSY 4683	Group Interventions	3
CPSY 4684	Team and Organizational Dynamics	3
CPSY 4685	Human Growth & Development	3
CPSY 4686	Practicum in Sport and Performance Psychology: Professional Practice <sup>1</sup>	9
CPSY 4690	Sport and Performance Psychology Interventions	3

**Elective requirements****12**

Students are allowed to take elective courses in other GSPP programs. Students may also take electives from other traditional graduate departments at the university, such as counseling or social work. Students taking elective courses outside the department should check with their advisor to be sure that the course will count toward the degree requirements.

CPSY 4120

Psychology of Performing Arts

CPSY 4130

Organizational Leadership: Center for Performance Excellence

CPSY 4150

Psychology of Performance in Business

CPSY 4160	Psychology of High Risk Occupations
CPSY 4260	Psychophysiology and Biofeedback Lab
CPSY 4653	Sport in American Society
CPSY 4676	Assessment and Measurement
CPSY 4688	Seminar in Sport and Performance Psychology
CPSY 4689	Psychophysiology and Biofeedback
CPSY 4692	Entrepreneurship in Sport and Performance Psychology

**Total Credits**

**72**

<sup>1</sup> 3 credit course taken required to be taken 3 times.

Minimum number of credits required for degree: 72 hours

### Non-coursework Requirements

- **Practicum:** It is important to put theory into practice; therefore, the practicum experience is critical to the development of a competent mental performance consultant. GSPP is committed to practical training and there are many exciting opportunities and experiences available in the Denver metro area and surrounding communities. Sites include but are not limited to public high school athletic departments, private high school academies, club sports programs, collegiate athletic departments, the DU Lamont School of Music, coaching, and exercise and health related industries. Other practical experiences in the program are available as formal internships during the year and in the summer. Sites around the nation that current/former students have obtained internships at include: the US Olympic and Paralympic Training Center, Vail Ski & Snowboard Academy, Winter Park Competition Center, Evert Tennis Academy, IMG Academies, and South Metro Fire Rescue.
- **Master's project:** The Master's Project requirement is designed to serve as a capstone achievement demonstrating students' comprehensive knowledge of SPP theories, concepts, applications, and professional and ethical guidelines. Consistent with our practitioner-scholar model and goal of training competent SPP consultants, the Master's Project highlights reflective practice. In conjunction with the field placements students are completing through CPEX and receiving supervision for through Practicum, students will engage in (at a minimum) weekly reflective journal writing incorporating the principles from reflective practice models. As part of their reflective practice, students will video (or audio when video is not an option) record their work as often as possible and review the recordings. Ongoing progress will be monitored through students' participation in Practicum discussions, and therefore it is required that students are regularly discussing their reflective practice during Practicum and small group discussions. The final Master's Project will be submitted as a *Portfolio* and reviewed by a MASPP faculty member. Passing the Master's Project will be dependent upon the thoroughness (e.g., minimum of weekly reflections, regular recording of sessions and review of recordings) and quality (e.g., depth of reflections, quality of writing) of the reflective practice.
- **Diversity Immersion Project:** This project is designed to be an immersive and consistent experience with diverse populations. The Diversity Immersion Project is self-referential, meaning that what one student considers a diverse population given their own background and experience may not be considered diverse to another student. Students are encouraged to stretch themselves outside their space of comfort and truly immerse themselves in a meaningful experience that expands their perspective. Students will submit reflections summarizing their immersion experience and applying it to themselves and their professional and personal growth within and beyond MASPP. These will be included in the final Master's Project Portfolio. Students will pass this project once all hours are completed each academic year and the depth and quality of reflections are deemed satisfactory by the master's project chair.

### Note on Licensure with the Master of Arts in Sport and Performance Psychology

The Master of Arts in Sport and Performance Psychology (MASPP) program requires 72 credits. Students enrolling in fall 2023 and onward pay for tuition per credit.

If students plan to apply for licensure as a Licensed Professional Counselor (LPC) in the state of Colorado, 90 credits must be obtained. This will increase the number of courses students will need to take and therefore overall tuition. Students interested in pursuing licensure would also need to find direct supervised clinical work while going through the program; this is in addition to the required practicum requirements through CPEX. It does require a significant amount of extra work in terms of clinical hours. Since the program does not provide clinical field placements (only provides mental performance placements), students would need to obtain these clinical field placements themselves.

Licensure at the MA level varies by state. Students must check with the state(s) in which they are looking to pursue licensure to see the exact courses required and what type of clinical hours would be needed.

The MASPP program (with the 72 credit hours and practicum work) can make alumni eligible for the Certified Mental Performance Consultant (CMPC) credential. That is given by a professional organization (Association for Applied Sport Psychology) and does not vary by state. It certifies students in practicing mental performance consulting; not counseling (although counseling training is part of the course requirements).

## Master of Arts in Sport Coaching

### Master of Arts in Sport Coaching

The Graduate School of Professional Psychology follows the quarter system. Courses in the program are offered fully online asynchronously (i.e., there is no specified course meeting time) during each of the four quarters (e.g., autumn, winter, spring, and summer), lasting ten weeks. We normally offer two required courses per quarter, along with two electives. Most courses are four credit hours, while electives are two credit hours.

#### Degree Requirements

##### Coursework Requirements

Code	Title	Credits
<b>Core requirements</b>		
CPSY 4700	Organization and Administration of Sport	4
CPSY 4705	Sociocultural Aspects of Sport Coaching	4
CPSY 4710	Motor Learning and Sport Pedagogy	4
CPSY 4715	Strength, Conditioning, and Injury Prevention Program Design	4
CPSY 4720	Psychology of Athletic Performance	4
CPSY 4725	Philosophy and Ethics of Sport Coaching	4
CPSY 4730	Biomechanics of Athletic Performance	4
CPSY 4735	Understanding Sport Research	4
CPSY 4751	Applied Sport Coaching 1: Intro to Reflective Practice & Applied Research	1
CPSY 4752	Applied Sport Coaching 2: Theory, Literature, and Planning Applied Research	1
CPSY 4753	Applied Sport Coaching 3: Data Collection and Analysis	1
CPSY 4754	Applied Sport Coaching 4: Implementing Action Plans	1
CPSY 4755	Applied Sport Coaching 5: Writing and Communicating Research	1
CPSY 4756	Applied Sport Coaching 6: Knowledge Dissemination and Reflection	1
<b>Elective requirements <sup>1</sup></b>		<b>8</b>
8 credits of the following courses:		
CPSY 4610	Exercise Physiology	
CPSY 4620	Kinesiology	
CPSY 4635	Athletic and Performance Nutrition	
CPSY 4712	Tactical Strength and Conditioning Coaching	
CPSY 4722	Social-Psychology of the Body, Health, and Performance	
CPSY 4723	Applied Sports Technology for Coaches	
CPSY 4991	Independent Study	
<b>Total Credits</b>		<b>46</b>

<sup>1</sup> We offer the following electives on a consistent basis: Athletic & Performance Nutrition, Exercise Physiology, Kinesiology, Sport Technology for Coaches, Social-Psychology of the Body, Health, and Performance, and Tactical Strength and Conditioning. Independent study and directed research may also be completed to meet the requirement for approved electives.

Full-time faculty advise all students on their coursework and degree plan. Students are encouraged to consider how to individualize their coursework to meet their personal desires and professional needs, while completing the degree in a timely manner.

Minimum number of credits required for the degree: 46

#### Non-Coursework Requirements

- Graduate level credits must be earned at the level of "C–" or better.

## Graduate Certificate in Strength & Conditioning & Fitness Coaching (Online)

### Graduate Certificate in Strength & Conditioning & Fitness Coaching (Online)

This Graduate certificate program in Strength and Conditioning and Fitness Coaching (S&C) meets students' needs to obtain specialized education and training in strength and conditioning coaching, training, performance, and fitness settings. Building upon the success of DU's Master of Arts in Sport Coaching program, this graduate certificate is offered online and provides a shorter, focused course of study specific to S&C. To meet the growing demand for qualified practitioners in S&C-Fitness settings, this graduate certificate meets the needs of students with varying undergraduate degrees, some likely with existing Masters degrees in non-sport/exercise related fields, and those looking to make a career change or supplement their existing knowledge and skills.

Required Curriculum (24 credits):

Code	Title	Credits
CPSY 4710	Motor Learning and Sport Pedagogy	4
CPSY 4715	Strength, Conditioning, and Injury Prevention Program Design	4
CPSY 4720	Psychology of Athletic Performance	4
CPSY 4730	Biomechanics of Athletic Performance	4
CPSY 4751	Applied Sport Coaching 1: Intro to Reflective Practice & Applied Research (class is 1 credit hour & students must take this course twice for a total of 2 credit hours)	2
<b>Six credits of electives from below:</b>		<b>6</b>
CPSY 4610	Exercise Physiology	
CPSY 4620	Kinesiology	
CPSY 4635	Athletic and Performance Nutrition	
CPSY 4700	Organization and Administration of Sport	
CPSY 4705	Sociocultural Aspects of Sport Coaching	
CPSY 4712	Tactical Strength and Conditioning Coaching	
CPSY 4722	Social-Psychology of the Body, Health, and Performance	
CPSY 4725	Philosophy and Ethics of Sport Coaching	
CPSY 4991	Independent Study	
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> CPSY 4751 Applied Sport Coaching 1: Intro to Reflective Practice & Applied Research must be taken twice over the course of two separate quarters.

### Non-Coursework Requirements

- Students must submit proof of CPR/First Aid certification, or complete the requirement within 3 months upon entering the program.
- Students must consult with mental skills consultant or S&C coach-mentor for one quarter, averaging about 1 hour per week for 10 weeks (consultant or mentor provided by the program).
- Students must maintain professional standards for strength and conditioning coaches such as those set forth by the NSCA Standards and Guidelines for Strength and Conditioning Professionals document.

## Specialized Graduate Certificate in Strength & Conditioning & Fitness Coaching (Online)

### Specialized Graduate Certificate in Strength & Conditioning & Fitness Coaching (Online)

Required Curriculum (16 credits):

Code	Title	Credits
CPSY 4710	Motor Learning and Sport Pedagogy	4
CPSY 4715	Strength, Conditioning, and Injury Prevention Program Design	4
CPSY 4730	Biomechanics of Athletic Performance	4
<b>Four credits of electives from below:</b>		<b>4</b>
CPSY 4610	Exercise Physiology	
CPSY 4620	Kinesiology	
CPSY 4635	Athletic and Performance Nutrition	
CPSY 4712	Tactical Strength and Conditioning Coaching	
CPSY 4720	Psychology of Athletic Performance	
CPSY 4722	Social-Psychology of the Body, Health, and Performance	
CPSY 4751	Applied Sport Coaching 1: Intro to Reflective Practice & Applied Research (may be taken twice for up to 2 credits)	
<b>Total Credits</b>		<b>16</b>

**Non-Coursework Requirements**

- Students must submit proof of CPR/First Aid certification, or complete the requirement within 3 months upon entering the program.
- Students must maintain professional standards for strength and conditioning coaches such as those set forth by the NSCA Standards and Guidelines for Strength and Conditioning Professionals document.
- Students must consult with mental skills consultant or S&C coach-mentor for one quarter, averaging about 1 hour per week for 10 weeks (consultant or mentor provided by the program).

**Specialized Graduate Certificate in the Psychology of Coaching (Online)****Specialized Graduate Certificate in the Psychology of Coaching (Online)**

Required Curriculum (16 credits):

Code	Title	Credits
<b>10 credits of courses from below:</b>		<b>10</b>
CPSY 4710	Motor Learning and Sport Pedagogy	
CPSY 4725	Philosophy and Ethics of Sport Coaching	
CPSY 4720	Psychology of Athletic Performance	
CPSY 4705	Sociocultural Aspects of Sport Coaching	
CPSY 4722	Social-Psychology of the Body, Health, and Performance	
<b>4-6 credits of electives from below:</b>		<b>6</b>
CPSY 4610	Exercise Physiology	
CPSY 4620	Kinesiology	
CPSY 4635	Athletic and Performance Nutrition	
CPSY 4700	Organization and Administration of Sport	
CPSY 4712	Tactical Strength and Conditioning Coaching	
CPSY 4715	Strength, Conditioning, and Injury Prevention Program Design	
CPSY 4991	Independent Study	
<b>Total Credits</b>		<b>16</b>

**PsyD Course Plan**

*Quarterly Course Scheduling & Lockstep:* Course details are available by the date priority registration opens. For planning purposes, the lockstep schedule was enacted so students know what days they will be attending required courses. Students can expect classes to be scheduled anytime on these days, beginning as early as 8:00 am and ending as late as 9:00 pm. When scheduling, every effort is made to conform required courses to this schedule. Please be aware that due to unforeseen scheduling events, this schedule may change.

**PsyD Lockstep Days**1<sup>st</sup> Year: Monday, Tuesday, & Wednesday2<sup>nd</sup> Year: Wednesday & Thursday3<sup>rd</sup> Year: Wednesday

Electives: Any day of the week

**First Year**

Summer	Credits	Fall	Credits	Winter	Credits	Spring	Credits
CPSY 5030		3 CPSY 4010		3 CPSY 5010		3 CPSY 5000	3
CPSY 5040		2 CPSY 5020		3 CPSY 5050		3 CPSY 5170	3
CPSY 5180		2 CPSY 5080		2 CPSY 5310		3 CPSY 5270	3
CPSY 5320		2 CPSY 5130		3 CPSY 5385		2 CPSY 5385	2
CPSY 5385		2 CPSY 5385		2 CPSY 5705		3 CPSY 5680	4
		<b>11</b>	<b>13</b>		<b>14</b>		<b>15</b>

**Second Year**

Summer	Credits	Fall	Credits	Winter	Credits	Spring	Credits
CPSY 5230		3 CPSY 5290		3 CPSY 5070		2 CPSY 5073	2
CPSY 5231		3 CPSY 5360		3 CPSY 5340		3 CPSY 5200	3
CPSY 5380		3 CPSY 5690		4 CPSY 5740		2 CPSY 5370	3



Advanced Professional Seminar	Advanced Professional Seminar	Advanced Professional Seminar	Advanced Professional Seminar	Advanced Professional Seminar	Advanced Professional Seminar	Advanced Professional Seminar	Advanced Professional Seminar
	9		10			7	8
<b>Third Year</b>							
<b>Summer</b>	<b>Credits</b>	<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
Advanced Professional Seminar		CPSY 5075		3 CPSY 5562		2 CPSY 5750	2
		Advanced Professional Seminar		Advanced Professional Seminar		Advanced Professional Seminar	
			3			2	2

**Total Credits: 94**

## MAFP Course Plan

*Quarterly Course Scheduling & Lockstep:* Course details are available by the date priority registration opens. For planning purposes, the lockstep schedule was enacted so students know what days they will be attending required courses. Students can expect classes to be scheduled anytime on these days, beginning as early as 8:00 am and ending as late as 9:00 pm. When scheduling, every effort is made to conform required courses to this schedule. Please be aware that due to unforeseen scheduling events, this schedule may change.

### MAFP Lockstep Days

1<sup>st</sup> Year: Monday & Tuesday

2<sup>nd</sup> Year: Wednesday & Thursday

Electives: Any day of the week

### First Year

Fall	Credits	Winter	Credits	Spring	Credits
CPSY 4000	2	CPSY 4040	3	CPSY 4031	1
CPSY 4010	3	CPSY 4050	3	CPSY 4070	3
CPSY 4021	5	CPSY 4060	3	CPSY 4080	3
CPSY 4110	3	CPSY 4210	1-6	CPSY 4220	3
CPSY 4200	2	CPSY 4380	3	CPSY 4323	3
	15		13-18		13

### Second Year

Fall	Credits	Winter	Credits	Spring	Credits
CPSY 4230	3	CPSY 4081	2	CPSY 4100	3
CPSY 4300	3	CPSY 4240	2	CPSY 4250	3
CPSY 4310	3	CPSY 4340	3	CPSY 4545	3
CPSY 4330	3	CPSY 4350	3		
CPSY 4370	3				
	15		10		9

**Total Credits: 75-80**

Student must complete the following during the two years of the program:

- CPSY 4430 Career Counseling (3 credit hours)
- 5 Research & Assessment elective credits
- 5 credits of additional electives

## MAIDP Course Plan

*Quarterly Course Scheduling & Lockstep:* Course details are available by the date priority registration opens. For planning purposes, the lockstep schedule was enacted so students know what days they will be attending required courses. Students can expect classes to be scheduled anytime on these days, beginning as early as 8:00 am and ending as late as 9:00 pm. When scheduling, every effort is made to conform required courses to this schedule. Please be aware that due to unforeseen scheduling events, this schedule may change.

### MAIDP Lockstep Days

1<sup>st</sup> Year: Monday, Tuesday, & Thursday

2<sup>nd</sup> Year: Monday & Tuesday

Electives: Any day of the week

**First Year**

Summer	Credits	Fall	Credits	Winter	Credits	Spring	Credits
CPSY 4595		6 CPSY 4050		3 CPSY 4010		3 CPSY 4501	3
		CPSY 4500		2 CPSY 4020		3 CPSY 4510	2
		CPSY 4515		3 CPSY 4503		3 CPSY 4530	3
		CPSY 4535		2 CPSY 4512		3 CPSY 4537	2
		CPSY 4545		3 CPSY 4536		2 CPSY 4556	3
						CPSY 4567	1
		<b>6</b>		<b>13</b>		<b>14</b>	<b>14</b>

**Second Year**

	Fall	Credits	Winter	Credits	Spring	Credits
	CPSY 4380		3 CPSY 4090		3 CPSY 4370	3
	CPSY 4505		3 CPSY 4539		2 CPSY 4540	2
	CPSY 4509		3 CPSY 4544		3 CPSY 4542	3
	CPSY 4538		2 CPSY 4570		3 CPSY 4563	3
			CPSY 4590		2 CPSY 4606	3
			<b>11</b>		<b>13</b>	<b>14</b>

**Total Credits: 85**

Student must complete the following during the two years of the program:

- CPSY 4430 Career Counseling (3 credit hours)
- 2 credits of additional electives

## MASPP Course Plan

**First Year**

Fall	Credits	Winter	Credits	Spring	Credits
CPSY 4652		3 CPSY 4672		3 CPSY 4010	3
CPSY 4662		3 CPSY 4680		3 CPSY 4669	3
CPSY 4671		3 CPSY 4682		3 CPSY 4674	3
CPSY 4680		3 CPSY 4690		3 CPSY 4680	3
		<b>12</b>		<b>12</b>	<b>12</b>

**Second Year**

Fall	Credits	Winter	Credits	Spring	Credits
CPSY 4681		3 CPSY 4685		3 CPSY 4050	3
CPSY 4683		3 CPSY 4686		3 CPSY 4686	3
CPSY 4684		3			
CPSY 4686		3			
		<b>12</b>		<b>6</b>	<b>6</b>

**Total Credits: 60****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 Criminal Behavior: Adult Psychopathology (3 Credits)**

In this course, students will develop an understanding of the biopsychosocial vulnerabilities to crime. This course will emphasize biological models but also the psychological, social, and environmental causes and correlates of violent and criminal behavior. Violence and criminal behavior will be viewed as an evolving construct that may begin in childhood and endure through adolescence and into adulthood. Contemporary issues including terrorism, racial profiling, and gender debates will also be highlighted. Students will be provided with the tools necessary to determine future directions for policy, prevention, and treatment to address the causes and outcomes of crime and violence.

**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 (1-2 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 ability to enter a contract. Corequisite: CPSY 4323.

**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. The course is required, in conjunction with Issues in Measurement & Cognitive Assessment CPSY 4323, and will primarily consist of weekly lab meetings.

**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: Independent Study (1 Credit)**

This is a 1-credit course for students in the MAFP program to complete research either by joining faculty research projects or pursuing their own research project. The course is an independent study and will primarily consist of weekly mentorship by a research advisor.

**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 its 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 4601 Psychology and Race in an International Setting: South Africa (5 Credits)**

Psychology and Race in an International Setting: South Africa combines pre-departure academic study at the University of Denver (DU) with service learning field placements in the Republic of South Africa (RSA). The course requires attendance at four classroom sessions prior to departure, full participation in a field placement while in RSA, and a re-entry meeting upon our return. Overall, the fundamental focus will be on race and psychology in RSA – salient issues, challenges, resources, and successes in post-Apartheid South Africa. Race both shapes and reflects change. Students will learn about how various racially-based historical and current policies in RSA have shaped (and disenfranchised) various communities throughout the country. Field placements will prioritize community psychology issues inherent in the organizations, people, and settings of historically disadvantaged black communities in South Africa. Secondly, academic topics will include the history of RSA (emphasizing pre- and post-Apartheid time periods), current challenges in RSA (ethnicity, immigration, HIV/AIDS, increased crime rate), and cultural aspects of RSA. Pre-departure classes will also focus on the pragmatics of the trip, team-building, and exploring the goals of international service learning.

**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 (2 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 4615 The Elite Athlete Brain (3 Credits)**

The primary goal of this course is to provide students with an understanding of the expert's brain from sport and performance literature. The course will review landmark and recent publications examining expert-novice contrasts, and those of athlete-non athlete comparisons. Students will review literature on training interventions to accelerate the development of expertise and learn to evaluate the validity of scientific claims of related consumer products. Students will gain a basic understanding of where state of science in understanding sport related concussions, including diagnostic tools, recovery, and prevention.

**CPSY 4620 Kinesiology (2 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 (2 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 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. Secondarily, 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 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 5010 Cognitive & Affective Models (3 Credits)**

This is the first in a three part sequence that includes Psychophysiology and Clinical Neuropsychology and is designed to introduce students to the current research in cognitive neuroscience and consciousness. This first course focuses on sensation/perception, learning, memory, emotion, language and other higher cognitive functions. Lectures will emphasize current technologies and historical inquiry and the unique contributions made by psychosocial and cultural variables.

**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 5030 Systems Models (3 Credits)**

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

**CPSY 5040 History and Systems in Psych (2 Credits)**

Basic psychological concepts surveyed from a historical point of view, tracing development of psychological bases of professional practice.

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

This course is designed to increase students 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.

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

Sequential course that cover fundamentals of structuring, analyzing and critiquing research reports and proposals; strategies to guide and facilitate the writing process; attitude and thinking skills necessary for function as a local clinical scientist; research design tools, methods and strategies for answering different types of questions.

**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 Technique (3 Credits)**

Theory and techniques for developing management information and assessment systems for human service programs.

**CPSY 5080 Diagnosis and Classification (2 Credits)**

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

**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 Issues in Measurement (3 Credits)**

Validity, reliability and standardization issues in psychological testing; statistical properties of commonly used tests.

**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 Psychology (3 Credits)**

This course explores how social psychologists approach psychology, concentrating on key concepts, research findings, and critical thinking strategies that students can integrate into their own clinical work.

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

Terminology and principles of and research in physiological psychology. Where possible, application made to content and practice of clinical psychology.

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

Optional. Assistance with material covered in CPSY 4170.

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

Historical, conceptual and clinical foundation for, as well as current developments related to, the field of clinical neuropsychology. Includes exposure to: developmental neuropsychology and neuroanatomy; higher cognitive functions; neuropsychologically informed interviews and standard neuropsychological test batteries; neuropsychological profiles associated with a variety of acquired disorders (both classical neuropsychological and psychological in nature); ethnic, cultural, age and gender considerations; and current status of a variety of professional/ethical issues. Prerequisite: CPSY 5270.

**CPSY 5310 Ethical Issues in Psychology (3 Credits)**

In-depth consideration of ethical standards applicable to the science and practice of psychology; pertinent laws and legal standards governing the practice of psychology; areas in which legal and ethical standards suggests contradictory actions on the part of the clinical psychologist.

**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 Psychology of Racism and Other Oppression (3 Credits)**

This course focuses on the impacts of multiple forms of oppression targeting diverse communities with a focus on racism. Historical and intergenerational components of oppressive systems 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, and students will be challenged to consider approaches for interrupting oppression in their professional roles. Intersectional forms of oppression and their effects will be examined. Cognitive, behavioral, and psychological manifestations of oppressive ideologies expressed by therapist and client will be examined with a focus on reducing the harms of oppression in psychological practice. This course is part of the multicultural course sequence.

**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 Competent Psychotherapy (3 Credits)**

As the final class in the year-long multicultural course sequence, this class will integrate the theoretical content of the preceding classes and focus on their psychotherapeutic implications. This course will address psychotherapy with the following groups - African Americans, Asian Americans, Latinos, Native Americans, and the LGBT community.

**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 I 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 Health Psychology (2 Credits)**

This course is designed to provide students with a broad overview of the salient empirical and theoretical aspects of health psychology and behavioral medicine. The course will emphasize the role that psychological variables play in the development, exacerbation, treatment and prognosis of both acute and chronic illness. We will also highlight sociopolitical and cultural discourse surrounding end-of-life decision making, healthcare accessibility and the phenomenology of a disabled population.

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

This course is designed to provide an introduction to the field of Integrated Primary Care (IPC). Primary health care physicians currently serve as the de-facto mental health care providers for approximately 50-80% of the patients they serve. Psychologists are desperately needed to support primary care, yet traditional clinical training does not adequately prepare them to work in this field. Students in this course can expect to acquire a solid knowledge in IPC that will enable them to function effectively in the primary care culture. A clinical exposure component are required so students can experience the pace and problem range seen in the primary care office. Class size is limited. Students not enrolled in the PsyD program must petition the instructor for approval to register.

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

The focus of this course will be on the evaluation and treatment of children. Considerations concerning the particulars of the evaluation process will be discussed. An integrative approach to child treatment will be presented with a "child-in-family" approach. Play therapy approaches and techniques will be described and contrasted. Behavioral approaches will be discussed. Work with populations common in child work will be discussed, such as children in high-conflict divorce families, learning disabilities, ADHD, mood disorders and situations of physical/sexual abuse.

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

This course focuses on counseling and 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 productive family sessions with challenging 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 Psychological Consultation (2 Credits)**

This course provides an overview of the practice of psychological consultation. Theories and models of consultation in various settings including businesses, organizations, health care, and schools are covered. The process and stages of consultation from entry to termination are analyzed. This class differentiates consultation from other types of psychological interventions. Important legal, ethical and multicultural issues in consultation are addressed throughout the course. Students develop their own model for conducting consultation and refine that model through work with local organizations. Students increase their awareness of their strengths and weaknesses in the practice of consultation. Methods of instruction include lecture, discussion, experiential exercises, and interactions with local organizations and professional consultants.

**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 Assessment (4 Credits)**

Theoretical, professional, and clinical issues involving intelligence and its measurement; assessment of cognitive functioning and clinical interpretation of test results, focusing on the WAIS-III (and child equivalents).

**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 Introduction to the Rorschach (4 Credits)**

The purpose of this course is to provide a solid foundation for using the Rorschach Inkblot Method. The Rorschach serves a central role in personality assessment. It has a long history in psychology and is the topic of an abundance of empirical research—as well as many uninformed misconceptions. It meets Supreme Court Daubert validity standards and is admissible in court. It is a very powerful technique but is very complex, requiring extensive knowledge to effectively administer, score, and interpret.

**CPSY 5692 Advanced Rorschach Analysis (2 Credits)**

This course is an exploration of advanced topics in Rorschach interpretation. Topics will include: conceptual understanding of the Comprehensive System; content and sequence analysis; differential diagnosis; integrating alternative systems of interpretation with the Comprehensive System; development and use of special scales; appropriate use of computerized interpretation; and integration of Rorschach analysis with personality theory. Prerequisites include course work in Rorschach administration, scoring and basic interpretation; and in personality theory. Students will be expected to score, analyze, and present Rorschach protocols.

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

This class is for students who wish to learn the skills necessary to conduct comprehensive psychological assessments in a competent, ethical, antiracist and culturally informed manner. This course will focus on learning how to integrate multiple personality measures into a cohesive understanding of one's personality. Students will be taught how to write a traditional integrated personality report and several weeks will be spent on Collaborative/Therapeutic Assessment (C/TA). Students will be exposed to several personality tests including the Minnesota Multiphasic Personality Inventory – 3 (MMPI-3), Rorschach Performance Assessment System (R-PAS), Early Memories Procedure, Wartegg Drawing Completion Test (Crisi Wartegg System), Thematic Apperception Test (TAT), Trauma Symptom Inventory – 2 (TSI-2) and the Thurston Cradock Test of Shame (TCTS), among others. Prerequisites: CPSY 5130, CPSY 5680, CPSY 5690, & CPSY 5705.

**CPSY 5705 Self Report Assessment (3 Credits)**

Construction and application of objective instruments, emphasizing the MMPI and MCMI. Students are required to submit test reports. Prerequisite: CPSY 5130.

**CPSY 5706 Self Report Assessment Lab (1 Credit)**

Optional. For students anticipating a need for extra help with report writing.

**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 will explore Collaborative/Therapeutic Assessment, which is an approach to psychological assessment that can have extraordinary therapeutic effects with clients. We will focus on the Therapeutic Assessment model developed by Stephen Finn. We will read broadly in the area: from the genesis of collaborative assessment fueled by Fischer to the empirical foundations and structure of Therapeutic Assessment provided by Finn to novel applications of the approach highlighted by Handler, Tharinger, and others. This important paradigm shift in assessment is applicable to personality, cognitive, and neuropsychological assessment as well as any professional endeavor that aims to help clients understand themselves in life-changing ways. The course is designed for those with a solid foundation in assessment who wish to develop greater facility in helping their clients. Prerequisites: CPSY 5130, CPSY 5680, CPSY 5690, & CPSY 5705.

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

The psychology of human sexuality is a survey of historical and contemporary psychological views on a wide variety of sexual behaviors; theory and research bearing on the relationship between life span, psychological development, psychological functioning, interpersonal processes, and sexual behaviors; political and social issues involved in current sexual norms and practices. Specific implications for clinical psychology will be discussed.

**CPSY 5750 Supervision (2 Credits)**

This course is designed to familiarize students with theories of supervision; provide practical, guided experience in peer supervision/consultation; help students understand and critically discuss the supervisory process; aid in gaining awareness of how multicultural issues may affect supervision; and familiarize students with ethical and legal issues in supervision.

**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 (WMCi). 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 5840 Psychopharmacology (2 Credits)**

This course focuses on the various medications prescribed by psychiatrists to alter consciousness, modify behavior, and/or alleviate symptoms in the treatment of mental disorders including depression, bipolar disorder, anxiety, eating disorders, and psychoses. Topics such as sleep, pain and addiction will be covered, as well as drug interactions, psychotropic drugs in pregnancy, the treatment of children, geriatrics, and the psychologist-psychiatrist relationship.

**CPSY 5846 Military Psychology and the Culture of Warfighting (2 Credits)**

This course is intended to provide an introduction to military and veteran culture as well as military psychology and behavioral health. This course is designed as the first of 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 military members, veterans, and the families of servicemembers. The principal focus will be on training students to utilize culturally competent attitudes and knowledge as clinicians when providing services to servicemembers of the military branches, veterans of the military, and the families of servicemembers. American historical context, military history, and military structure will be covered in this course. Additionally, multiple types of behavioral health services within the United States government will be covered including the Department of Defense, the Public Health Service, and the Department of Veterans Affairs. A survey of world affairs as they currently stand, the U.S. national defense strategy, and current military posture will be covered. Salient health care issues within the military and veteran population will be covered. Legal and ethical issues that are pertinent and complex within military psychology and combat will be examined.

**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 Credits)**

This course is intended to survey and examine current evidence-based assessment tools utilized to diagnose certain psychiatric and neurological conditions within military servicemembers and Military Veterans. The course will also focus on the understanding and utility of the best available evidence for the treatment of these psychiatric conditions. Prevalence rates, comorbid conditions, differential diagnosis, and complicating treatment factors within these particular psychiatric conditions will be the primary focus of the course. This course is designed as the third 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.

**CPSY 5849 Behavioral Medicine and Interprofessional Healthcare in Military/Veterans (2 Credits)**

This course is intended to build upon academic and clinical knowledge gained throughout the entirety of the Graduate School of Professional Psychology curriculum and integrate this knowledge with the understanding of clinical and operational psychology within Military and Veteran settings gained through courses in the Sturm Specialty in Military Psychology. This course is focused on the acquisition of knowledge of the unique aspects of Military behavioral medicine and its role within the medical center environment. A second focus of the course is on interprofessional work within healthcare settings and how behavioral science professionals play a role on interprofessional teams within family medicine, primary care, and medical/surgical units within the medical center environment. Additionally, special considerations for behavioral medicine and interprofessional work with Military and Veteran populations will be covered. This course is designed as the fourth 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. Enforced Prerequisites: CPSY 5846.

**CPSY 5852 Foundations in Substance Use Disorder (2 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. Further, the course will emphasize current treatment models based on empirically based information and research. Students will gain skills in using their generalist training to conceptualize, diagnose, and treat these difficult disorders.

**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 engage 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 Behavioral Addictions: Assessment and Treatment (2 Credits)**

The course will examine research and practice findings regarding 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. Prerequisites: students must successfully pass CPSY 5852 Foundations in Substance Use Disorder prior to enrolling in this course, and completion of CPSY 5853 Neurobiology of Addiction and Advanced Treatment is strongly recommended.

**CPSY 5855 Advanced Treatment of Substance Use and Addictive Disorders (2 Credits)**

This course will provide students a more nuanced and advanced look at the current treatments for substance use and other addictive disorders. Topics will include medically assisted treatment models, therapeutic communities, and the use of FDA-approved psychoactive substances to treat addictions and underlying disorders.

**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 5880 Business Issues in Professional Psychology (2 Credits)**

This course introduces students to business principles as they apply to professional psychology. Students think through various business practice decisions, such as starting, managing, marketing, and diversifying a psychology practice and consider the related legal, ethical, and financial issues.

**CPSY 5989 Doctoral Paper Development (1 Credit)**

This course is designed to facilitate the development and writing of the doctoral paper. Students are 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 have complete the proposal phase of their project further develop their research methodology.

**CPSY 5991 Independent Study (1-17 Credits)****CPSY 5993 Advanced Field Placement Experience (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 a field placement 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)****Courses****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 Criminal Behavior: Adult Psychopathology (3 Credits)**

In this course, students will develop an understanding of the biopsychosocial vulnerabilities to crime. This course will emphasize biological models but also the psychological, social, and environmental causes and correlates of violent and criminal behavior. Violence and criminal behavior will be viewed as an evolving construct that may begin in childhood and endure through adolescence and into adulthood. Contemporary issues including terrorism, racial profiling, and gender debates will also be highlighted. Students will be provided with the tools necessary to determine future directions for policy, prevention, and treatment to address the causes and outcomes of crime and violence.

**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 (1-2 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 ability to enter a contract. Corequisite: CPSY 4323.



**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. The course is required, in conjunction with Issues in Measurement & Cognitive Assessment CPSY 4323, and will primarily consist of weekly lab meetings.

**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 is 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: Independent Study (1 Credit)**

This is a 1-credit course for students in the MAFP program to complete research either by joining faculty research projects or pursuing their own research project. The course is an independent study and will primarily consist of weekly mentorship by a research advisor.

**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 TDR. 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 4601 Psychology and Race in an International Setting: South Africa (5 Credits)**

Psychology and Race in an International Setting: South Africa combines pre-departure academic study at the University of Denver (DU) with service learning field placements in the Republic of South Africa (RSA). The course requires attendance at four classroom sessions prior to departure, full participation in a field placement while in RSA, and a re-entry meeting upon our return. Overall, the fundamental focus will be on race and psychology in RSA – salient issues, challenges, resources, and successes in post-Apartheid South Africa. Race both shapes and reflects change. Students will learn about how various racially-based historical and current policies in RSA have shaped (and disenfranchised) various communities throughout the country. Field placements will prioritize community psychology issues inherent in the organizations, people, and settings of historically disadvantaged black communities in South Africa. Secondly, academic topics will include the history of RSA (emphasizing pre- and post-Apartheid time periods), current challenges in RSA (ethnicity, immigration, HIV/AIDS, increased crime rate), and cultural aspects of RSA. Pre-departure classes will also focus on the pragmatics of the trip, team-building, and exploring the goals of international service learning.

**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 (2 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 4615 The Elite Athlete Brain (3 Credits)**

The primary goal of this course is to provide students with an understanding of the expert's brain from sport and performance literature. The course will review landmark and recent publications examining expert-novice contrasts, and those of athlete-non athlete comparisons. Students will review literature on training interventions to accelerate the development of expertise and learn to evaluate the validity of scientific claims of related consumer products. Students will gain a basic understanding of where state of science in understanding sport related concussions, including diagnostic tools, recovery, and prevention.

**CPSY 4620 Kinesiology (2 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 (2 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 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. Secondarily, 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 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 5010 Cognitive & Affective Models (3 Credits)**

This is the first in a three part sequence that includes Psychophysiology and Clinical Neuropsychology and is designed to introduce students to the current research in cognitive neuroscience and consciousness. This first course focuses on sensation/perception, learning, memory, emotion, language and other higher cognitive functions. Lectures will emphasize current technologies and historical inquiry and the unique contributions made by psychosocial and cultural variables.

**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 5030 Systems Models (3 Credits)**

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

**CPSY 5040 History and Systems in Psych (2 Credits)**

Basic psychological concepts surveyed from a historical point of view, tracing development of psychological bases of professional practice.



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

This course is designed to increase students 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.

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

Sequential course that cover fundamentals of structuring, analyzing and critiquing research reports and proposals; strategies to guide and facilitate the writing process; attitude and thinking skills necessary for function as a local clinical scientist; research design tools, methods and strategies for answering different types of questions.

**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 Technique (3 Credits)**

Theory and techniques for developing management information and assessment systems for human service programs.

**CPSY 5080 Diagnosis and Classification (2 Credits)**

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

**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 Issues in Measurement (3 Credits)**

Validity, reliability and standardization issues in psychological testing; statistical properties of commonly used tests.

**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 Psychology (3 Credits)**

This course explores how social psychologists approach psychology, concentrating on key concepts, research findings, and critical thinking strategies that students can integrate into their own clinical work.

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

Terminology and principles of and research in physiological psychology. Where possible, application made to content and practice of clinical psychology.

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

Optional. Assistance with material covered in CPSY 4170.

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

Historical, conceptual and clinical foundation for, as well as current developments related to, the field of clinical neuropsychology. Includes exposure to: developmental neuropsychology and neuroanatomy; higher cognitive functions; neuropsychologically informed interviews and standard neuropsychological test batteries; neuropsychological profiles associated with a variety of acquired disorders (both classical neuropsychological and psychological in nature); ethnic, cultural, age and gender considerations; and current status of a variety of professional/ethical issues. Prerequisite: CPSY 5270.

**CPSY 5310 Ethical Issues in Psychology (3 Credits)**

In-depth consideration of ethical standards applicable to the science and practice of psychology; pertinent laws and legal standards governing the practice of psychology; areas in which legal and ethical standards suggests contradictory actions on the part of the clinical psychologist.

**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 Psychology of Racism and Other Oppression (3 Credits)**

This course focuses on the impacts of multiple forms of oppression targeting diverse communities with a focus on racism. Historical and intergenerational components of oppressive systems 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, and students will be challenged to consider approaches for interrupting oppression in their professional roles. Intersectional forms of oppression and their effects will be examined. Cognitive, behavioral, and psychological manifestations of oppressive ideologies expressed by therapist and client will be examined with a focus on reducing the harms of oppression in psychological practice. This course is part of the multicultural course sequence.

**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 Competent Psychotherapy (3 Credits)**

As the final class in the year-long multicultural course sequence, this class will integrate the theoretical content of the preceding classes and focus on their psychotherapeutic implications. This course will address psychotherapy with the following groups - African Americans, Asian Americans, Latinos, Native Americans, and the LGBT community.

**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 I 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 Health Psychology (2 Credits)**

This course is designed to provide students with a broad overview of the salient empirical and theoretical aspects of health psychology and behavioral medicine. The course will emphasize the role that psychological variables play in the development, exacerbation, treatment and prognosis of both acute and chronic illness. We will also highlight sociopolitical and cultural discourse surrounding end-of-life decision making, healthcare accessibility and the phenomenology of a disabled population.

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

This course is designed to provide an introduction to the field of Integrated Primary Care (IPC). Primary health care physicians currently serve as the de-facto mental health care providers for approximately 50-80% of the patients they serve. Psychologists are desperately needed to support primary care, yet traditional clinical training does not adequately prepare them to work in this field. Students in this course can expect to acquire a solid knowledge in IPC that will enable them to function effectively in the primary care culture. A clinical exposure component are required so students can experience the pace and problem range seen in the primary care office. Class size is limited. Students not enrolled in the PsyD program must petition the instructor for approval to register.

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

The focus of this course will be on the evaluation and treatment of children. Considerations concerning the particulars of the evaluation process will be discussed. An integrative approach to child treatment will be presented with a "child-in-family" approach. Play therapy approaches and techniques will be described and contrasted. Behavioral approaches will be discussed. Work with populations common in child work will be discussed, such as children in high-conflict divorce families, learning disabilities, ADHD, mood disorders and situations of physical/sexual abuse.

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

This course focuses on counseling and 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 productive family sessions with challenging 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 Psychological Consultation (2 Credits)**

This course provides an overview of the practice of psychological consultation. Theories and models of consultation in various settings including businesses, organizations, health care, and schools are covered. The process and stages of consultation from entry to termination are analyzed. This class differentiates consultation from other types of psychological interventions. Important legal, ethical and multicultural issues in consultation are addressed throughout the course. Students develop their own model for conducting consultation and refine that model through work with local organizations. Students increase their awareness of their strengths and weaknesses in the practice of consultation. Methods of instruction include lecture, discussion, experiential exercises, and interactions with local organizations and professional consultants.

**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 Assessment (4 Credits)**

Theoretical, professional, and clinical issues involving intelligence and its measurement; assessment of cognitive functioning and clinical interpretation of test results, focusing on the WAIS-III (and child equivalents).

**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 Introduction to the Rorschach (4 Credits)**

The purpose of this course is to provide a solid foundation for using the Rorschach Inkblot Method. The Rorschach serves a central role in personality assessment. It has a long history in psychology and is the topic of an abundance of empirical research—as well as many uninformed misconceptions. It meets Supreme Court Daubert validity standards and is admissible in court. It is a very powerful technique but is very complex, requiring extensive knowledge to effectively administer, score, and interpret.

**CPSY 5692 Advanced Rorschach Analysis (2 Credits)**

This course is an exploration of advanced topics in Rorschach interpretation. Topics will include: conceptual understanding of the Comprehensive System; content and sequence analysis; differential diagnosis; integrating alternative systems of interpretation with the Comprehensive System; development and use of special scales; appropriate use of computerized interpretation; and integration of Rorschach analysis with personality theory. Prerequisites include course work in Rorschach administration, scoring and basic interpretation; and in personality theory. Students will be expected to score, analyze, and present Rorschach protocols.

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

This class is for students who wish to learn the skills necessary to conduct comprehensive psychological assessments in a competent, ethical, antiracist and culturally informed manner. This course will focus on learning how to integrate multiple personality measures into a cohesive understanding of one's personality. Students will be taught how to write a traditional integrated personality report and several weeks will be spent on Collaborative/Therapeutic Assessment (C/TA). Students will be exposed to several personality tests including the Minnesota Multiphasic Personality Inventory – 3 (MMPI-3), Rorschach Performance Assessment System (R-PAS), Early Memories Procedure, Wartegg Drawing Completion Test (Crisi Wartegg System), Thematic Apperception Test (TAT), Trauma Symptom Inventory – 2 (TSI-2) and the Thurston Cradock Test of Shame (TCTS), among others. Prerequisites: CPSY 5130, CPSY 5680, CPSY 5690, & CPSY 5705.

**CPSY 5705 Self Report Assessment (3 Credits)**

Construction and application of objective instruments, emphasizing the MMPI and MCMI. Students are required to submit test reports. Prerequisite: CPSY 5130.

**CPSY 5706 Self Report Assessment Lab (1 Credit)**

Optional. For students anticipating a need for extra help with report writing.

**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 will explore Collaborative/Therapeutic Assessment, which is an approach to psychological assessment that can have extraordinary therapeutic effects with clients. We will focus on the Therapeutic Assessment model developed by Stephen Finn. We will read broadly in the area: from the genesis of collaborative assessment fueled by Fischer to the empirical foundations and structure of Therapeutic Assessment provided by Finn to novel applications of the approach highlighted by Handler, Tharinger, and others. This important paradigm shift in assessment is applicable to personality, cognitive, and neuropsychological assessment as well as any professional endeavor that aims to help clients understand themselves in life-changing ways. The course is designed for those with a solid foundation in assessment who wish to develop greater facility in helping their clients. Prerequisites: CPSY 5130, CPSY 5680, CPSY 5690, & CPSY 5705.

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

The psychology of human sexuality is a survey of historical and contemporary psychological views on a wide variety of sexual behaviors; theory and research bearing on the relationship between life span, psychological development, psychological functioning, interpersonal processes, and sexual behaviors; political and social issues involved in current sexual norms and practices. Specific implications for clinical psychology will be discussed.

**CPSY 5750 Supervision (2 Credits)**

This course is designed to familiarize students with theories of supervision; provide practical, guided experience in peer supervision/consultation; help students understand and critically discuss the supervisory process; aid in gaining awareness of how multicultural issues may affect supervision; and familiarize students with ethical and legal issues in supervision.

**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 (WMCi). 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 5840 Psychopharmacology (2 Credits)**

This course focuses on the various medications prescribed by psychiatrists to alter consciousness, modify behavior, and/or alleviate symptoms in the treatment of mental disorders including depression, bipolar disorder, anxiety, eating disorders, and psychoses. Topics such as sleep, pain and addiction will be covered, as well as drug interactions, psychotropic drugs in pregnancy, the treatment of children, geriatrics, and the psychologist-psychiatrist relationship.

**CPSY 5846 Military Psychology and the Culture of Warfighting (2 Credits)**

This course is intended to provide an introduction to military and veteran culture as well as military psychology and behavioral health. This course is designed as the first of 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 military members, veterans, and the families of servicemembers. The principal focus will be on training students to utilize culturally competent attitudes and knowledge as clinicians when providing services to servicemembers of the military branches, veterans of the military, and the families of servicemembers. American historical context, military history, and military structure will be covered in this course. Additionally, multiple types of behavioral health services within the United States government will be covered including the Department of Defense, the Public Health Service, and the Department of Veterans Affairs. A survey of world affairs as they currently stand, the U.S. national defense strategy, and current military posture will be covered. Salient health care issues within the military and veteran population will be covered. Legal and ethical issues that are pertinent and complex within military psychology and combat will be examined.

**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 Credits)**

This course is intended to survey and examine current evidence-based assessment tools utilized to diagnose certain psychiatric and neurological conditions within military servicemembers and Military Veterans. The course will also focus on the understanding and utility of the best available evidence for the treatment of these psychiatric conditions. Prevalence rates, comorbid conditions, differential diagnosis, and complicating treatment factors within these particular psychiatric conditions will be the primary focus of the course. This course is designed as the third 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.

**CPSY 5849 Behavioral Medicine and Interprofessional Healthcare in Military/Veterans (2 Credits)**

This course is intended to build upon academic and clinical knowledge gained throughout the entirety of the Graduate School of Professional Psychology curriculum and integrate this knowledge with the understanding of clinical and operational psychology within Military and Veteran settings gained through courses in the Sturm Specialty in Military Psychology. This course is focused on the acquisition of knowledge of the unique aspects of Military behavioral medicine and its role within the medical center environment. A second focus of the course is on interprofessional work within healthcare settings and how behavioral science professionals play a role on interprofessional teams within family medicine, primary care, and medical/surgical units within the medical center environment. Additionally, special considerations for behavioral medicine and interprofessional work with Military and Veteran populations will be covered. This course is designed as the fourth 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. Enforced Prerequisites: CPSY 5846.

**CPSY 5852 Foundations in Substance Use Disorder (2 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. Further, the course will emphasize current treatment models based on empirically based information and research. Students will gain skills in using their generalist training to conceptualize, diagnose, and treat these difficult disorders.

**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 Behavioral Addictions: Assessment and Treatment (2 Credits)**

The course will examine research and practice findings regarding 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. Prerequisites: students must successfully pass CPSY 5852 Foundations in Substance Use Disorder prior to enrolling in this course, and completion of CPSY 5853 Neurobiology of Addiction and Advanced Treatment is strongly recommended.

**CPSY 5855 Advanced Treatment of Substance Use and Addictive Disorders (2 Credits)**

This course will provide students a more nuanced and advanced look at the current treatments for substance use and other addictive disorders. Topics will include medically assisted treatment models, therapeutic communities, and the use of FDA-approved psychoactive substances to treat addictions and underlying disorders.

**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 5880 Business Issues in Professional Psychology (2 Credits)**

This course introduces students to business principles as they apply to professional psychology. Students think through various business practice decisions, such as starting, managing, marketing, and diversifying a psychology practice and consider the related legal, ethical, and financial issues.

**CPSY 5989 Doctoral Paper Development (1 Credit)**

This course is designed to facilitate the development and writing of the doctoral paper. Students are 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 have complete the proposal phase of their project further develop their research methodology.

**CPSY 5991 Independent Study (1-17 Credits)****CPSY 5993 Advanced Field Placement Experience (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 a field placement 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)**