

APPLIED PSYCHOLOGY (APSY-GE)

APSY-GE 2001 Neuropsychology of Behavior (3 Credits)

Typically offered Spring term of even numbered years

Develop an understanding of both the physiological & theoretical underpinnings of brain behavior relationships through the study of "the physiological brain and neural systems, (i.e., neuroanatomy), human brain development, historical & current brain models, neurodevelopmental, neurological & psychiatric disorders as well as etiology, assessment, treatment, & prognosis of disorders.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2003 Social Psychology (3 Credits)

Typically offered Spring

Social psychological concepts, theories, & research & their relation to educational problems. Concepts treated are attitudes, values, roles, norms, communication, conformity; areas emphasized are group processes & influence, social motivation, prejudice, authoritarianism.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2008 Adolescent Sexual Health and Healthy Relationships (3 Credits)

Typically offered Fall

An exploration of the relationship between aspects of self & society that affect adolescent decision making/risk taking, especially in regard to sexuality. Adolescents in America's northeast are the focus of study. The complexity of modern day sexual decision making for them is contrasted to the same kind of decision making for adolescents in the late 18th & 19th centuries in the same geographical region.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2014 Psychology of Women: A Social- Psychological Approach (3 Credits)

Typically offered Fall

Surveys psychology of women. Topics include psychoanalytic conceptions of women; theories of sex-role development; sexuality & psychological health; mothering, fathering, & gender arrangements; ways of knowing; abuse, dominance, violence, & power, & achievement.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2025 Cognitive Behavior Therapy: Theory and Application (3 Credits)

Typically offered Fall and Spring

Focuses on cognitive behavioral theory (CBT) & practice, emphasizing evidenced-based assessment & interventions for emotional disorders. Includes clinical applications of cognitive behavioral interventions for anxiety, depression, PTSD, personality disorders, substance abuse, & eating disorders. Introduces CBT approaches to stress management & mindfulness training.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2038 Abnormal Psychology (3 Credits)

Typically offered Fall and Spring

Classification, etiology, symptoms, & treatment of major psychological disorders, including anxiety, mood, eating, substance-related, sexual & gender identity, cognitive, personality, schizophrenia & other psychotic disorders as well as disorders associated with childhood.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2041 Women and Mental Health (3 Credits)

Typically offered occasionally

Surveys mental health issues relevant to women. Topics include diagnostic issues for women, feminist theory, & therapy; high prevalence disorders of women, e.g., phobias, eating disorders, results of violence against women, stress.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2046 Consultation Approaches and Skills for Counselors (3 Credits)

Consultation skills are central to the roles of counselors working in schools and various mental health settings. This course exposes students to consultation theory, research, and practice in settings serving children, adults, and families. By integrating experiences and observations in field placements, students develop skills to examine variables related to client, consultee, and organizational/systems contexts to implement and assess the effectiveness of various consultation approaches within diverse communities and settings.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2055 Child Language Development (3 Credits)

Typically offered Spring term of odd numbered years

This course provides an overview of major theoretical perspectives and research findings in the area of language and literacy development. A large focus of the course is on the early development of culturally and linguistically diverse children, including those exposed to multiple languages, as well as on the role that home and school interactions have on their development.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2056 Legal Psychology (3 Credits)

The course looks at legal psychological research and how to improve criminal investigations and judicial decision-making. We look at factors that affect witness statements and how to improve their reliability, child witnesses, and dangerousness assessment of offenders. The course has an inter-disciplinary approach, examining the influence of societal and cultural factors on legal practices. The course ends with a mock trial, based on real case materials, in which students adopt the role of either a psychological expert or a lawyer.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2067 Counseling, Lesbian, Gay, Bisexual and Transgender Families (3 Credits)

LGBT families include those with same-sex couples and parents, LGBT youth, and other LGBT family members. This course examines experiences of LGBT families with stigma and discrimination in their interactions with educational, familial, health, and judicial systems. Explores ways in which mental health professionals counsel LGBT families: parents disclosing as LGBT and LGBT people becoming parents; being out as a LGBT family; coping with hate, bias, violence; obtaining equity and equality. A prior course in counseling is strongly recommended.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2069 Counseling for College Readiness (3 Credits)

This course introduces students to college counseling. Students learn to develop and implement a comprehensive and effective post-secondary planning program. The course focuses on post-secondary education and ways to support high school students to explore those options. Students use case studies and scenarios to develop strategies and coordinate events aligned with promoting postsecondary success.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2070 Research and Evaluation Methods in Behavioral Sciences (3 Credits)

Typically offered Fall, Spring, and Summer terms

Analyzing & evaluating research studies in the behavioral sciences. Focus on research across the lifespan including in relation to children, adolescents, & adults. Emphasis on the science of research, developing hypotheses, sampling, defining & measuring variables, types of experimental & non experimental designs, qualitative designs, evaluation designs, & ethics in research.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2071 Lab in Research and Evaluation in the Behavioral Sciences (1 Credit)

This course provides an in-depth look at analyzing and evaluating research studies in the behavioral sciences, including developing skills in coding and analyzing data, assessing and improving the reliability of measures, and presenting results.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2073 Research Design and Methodology in the Behavioral Sciences I (3 Credits)

Typically offered Fall

Planning & implementing research in the behavioral sciences; analysis of data; interpretation of findings. Formulating problems & hypotheses; specification of types of variables & operational definitions; experimental & non experimental research designs; use of randomization & controls; sampling problems basic to statistical inference.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2077 Grant Writing and Grant Management for the Social Sciences (3 Credits)

Typically offered Spring

Provides an overview of the mechanics of grant writing, including writing a letter of intent, developing research questions, preparing a literature review, determining research design & methods, & identifying target courses of funding. Through group projects students produce & critique a grant application. Objectives, guidelines, & techniques for managing an awarded grant are discussed.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2083 Foundations of LGBTQ+ Affirmative Counseling (3 Credits)

This course is designed to introduce students to a framework of affirmative psychological practice with LGBTQ+ clients. Students will learn about interventions, assessment, diagnosis, education, and research with LGBTQ+ clients across the lifespan. Students will also be exposed to scholarship and clinical applications that center the identities of LGBTQ+ clients.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2084 LGBTQ+ Sexual Wellness and Relationships (1 Credit)

This course provides students with opportunities to learn the healthy foundations of sex, relationships, and community for LGBTQ+ clients. Students develop foundational knowledge, skills, and awareness when addressing sexual health and relationship well-being with LGBTQ+ clients through research and clinical case examples. In particular, students also increase their knowledge of consensual nonmonogamy to help clients form secure relationships with their partner(s).

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2087 School-Based Prevention Programming (3 Credits)

This course familiarizes students in counseling and related fields with principles and strategies related to designing, implementing, and evaluating school-based preventive interventions (prevention programs). Primary focus on the science behind how prevention efforts can positively impact individuals, families, and social systems to decrease the likelihood of developing psychological, educational, substance use, and other health problems. Also addresses ethical, professional, multicultural, and social justice issues related to prevention programming.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2088 LGBTQ+ Advocacy and Transition-Related Care (1 Credit)

Social justice and advocacy are central to the work of the counseling and helping profession. It is imperative that mental health counselors utilize their voice, power, and privilege to advocate for communities that are negatively impacted by hateful rhetoric. This course provides students with an overview of social justice and advocacy standards, as well as practical tools to advocate for clients in the LGBTQ+ community. In particular, students gain knowledge and practical skills in writing letters of support for LGBTQ+ clients.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2092 “Nothing About Us Without Us”: Working with LGBTQ+ People of Color (1 Credit)

Clients who identify as LGBTQ+ people of color face additional and unique stressors as a result of their intersecting identities. This course explores the theoretical framework of minority stress theory and the negative impact of minority stressors on the overall health and well-being of LGBTQ+ people of color. Students also review affirmative practices and clinical interventions that account for the intersectionality of LGBTQ+ clients of color.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2094 Development & Prevention Science: (3 Credits)

Typically offered Spring

Introduces students to the conceptual & Practical integration of the developments & prevention sciences to address social, emotional, & health problems across the lifespan or during a particular developmental stage, e.g., middle childhood.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2097 Social and Emotional Development (3 Credits)

Typically offered Fall of odd numbered years

Rigorous examination of the social development of children & adolescents based on current theoretical positions & research. Topics include social learning, identification, sex & gender roles, friendships, peer-group relationships, & social development in different cultural contexts.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2105 Culture, Context, and Psychology (3 Credits)

Typically offered Fall

In depth examination of cultural & contextual factors & how these factors impact every aspect of psychological theory, practice & research. Major theories, assessment approaches, clinical practice & research in psychology will be critiqued by investigating universalistic principles, behavior & experience as it occurs in cultures & contexts & is influenced by culture & context, as well as issues such as oppression, racism, prejudice, social class & value differences.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2113 Social Justice Practice for Counselors (3 Credits)

This course is intended for students who have experiences working in schools or clinical settings and examines interdisciplinary connections to counseling using a postmodern framework. Emphasis is placed on learning practical applications of social justice theory, narrative theory, and trauma-informed interventions as they apply to the sociocultural aspects of counseling. Focus on the utilization of critical thinking skills applicable to intersectional identities, and the effects of intergenerational and historical trauma on communities and families.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2115 Psychological Research in Infancy (3 Credits)

Typically offered Fall of odd numbered years

Theory & research of infant behavior & development with an orientation toward professional application. Infant observation & evaluation techniques included.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2138 Human Growth and Development (3 Credits)

Typically offered Fall, Spring, and Summer terms

This course introduces students to the major theories that explain human growth & development throughout the life span from birth to death. Multiple factors that influence one's development, including biology & culture, will be discussed. Students will gain the skills they need to critically evaluate & apply evidence-based knowledge when working with children, adolescents & adults

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2140 Measurement: Classical Test Theory (3 Credits)

Typically offered not typically offered

Examines the principles of psychological measurement & testing & the technical interpretation of test scores using the classical test model. Provides a comprehensive review of group & individual measures of aptitude, personality, intelligence, & achievement. Delineates the standards of educational & psychological measurement. Examines & deconstructs principles & techniques used in psychometric studies to establish levels of reliability & validity. Utilized statistical software to conduct analysis.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2173 Evaluation Methodology in Behavioral Science (3 Credits)

Typically offered Spring

Planning & conducting research & evaluation studies in the behavioral & social sciences. Special consideration is given to sampling, validity of the study, & types of evaluation designs. Students gain experience grading & critiquing studies as well as designing their own study.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2178 Social Justice & Advocacy for the LGBTQ+ Community (1 Credit)

Mental health counselors are in a unique position to utilize their knowledge and skills to advocate for clients that are part of the LGBTQ+ community. This course will introduce students to social justice and advocacy efforts in the mental health profession. Students will learn practical skills to provide consultation services to agencies and organizations that serve LGBTQ+ communities. Students will also have opportunities to practice drafting and creating proposals for consultation services and delivering workshops and presentations that center the mental health of LGBTQ+ clients.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2181 Child & Adolescent Psychopathology (3 Credits)

Typically offered Spring

The study of psychological difficulties in children & adolescents. Behavioral, developmental & ecological perspectives are used in looking at specific problems such as depression, ADHD, autism, & other difficulties seen in children & teens. Students will explore theoretical perspectives & practical applications.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2182 Psychopathology and Use of the DSM (3 Credits)

The study of psychological difficulties throughout the lifespan (i.e., childhood through adulthood). Behavioral, developmental and ecological perspectives are used in looking at specific problems such as depression, ADHD, autism, and other difficulties. Students explore theoretical perspectives, use of the DSM and practical applications.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2185 Affirmative Mental Health Counseling for TGE Clients (1 Credit)

Mental health counselors are in a unique position to utilize their knowledge and skills to advocate for clients that identify as Trans and Gender Expansive (TGE). This course will review both research and clinical frameworks that center the identities of TGE clients through a wellness and resilience approach. Students will also learn the history of healthcare in the United States for TGE clients, TGE terminology, and affirming clinical practices to best serve clients within these communities.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2198 Cognitive Development (3 Credits)

Typically offered Fall

This course will provide an overview of theories, methods, & research findings in the area of cognitive development with focus on group change & individual differences in various domains including, language, memory, social cognition, & intelligence. A large focus of the course is on learning & development in social contexts, with attention to the role of family & culture in everyday experiences & children's cognitive development.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2205 Conflict Analysis & Resolution (3 Credits)

Typically offered Spring

Conflict is an important part of our daily lives. Conflict is omnipresent in interpersonal relationships, workplace, national & international affairs, etc. In this class we will examine theories & research that help us understand the nature & roots of conflict, its evolution, & strategies that lead to its resolution. The first part of the course will focus on roots & dynamics of conflict, whereas the second part will focus on strategies to resolve conflict. Students will have the opportunity to apply the knowledge gained in this class to conflicts at different levels: Interpersonal, organization, community, & international.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2206 Bilingual Multicultural Counseling: Theory and Practice (3 Credits)

This course explores theory, policy, and practice of bilingual and multilingual experiences and counseling/ education models in the U.S. and global contexts. Emphasis is on intersections of language and other identities (race, class, gender, etc), and systems of power and privilege. Topics include home language support, language/literacy teaching for developmentally and linguistically diverse students, and the various roles and responsibilities of counselors working with multilingual communities.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2216 Advanced Lab in Counseling Skills: Mental Health (3 Credits)

Students further develop essential interviewing & counseling skills via counseling dyads. Emphasis is placed on conducting counseling over an extended period of time & working with culturally diverse individuals with a focus on the therapist's identity. Students will develop advanced communication skills, heighten self & interpersonal awareness, become more mindful of how the counseling process develops over time, start the process of practicing socially just counseling, & explore ways individual differences may manifest themselves in communication & connection.

Grading: Grad Steinhardt Pass/Fail

Repeatable for additional credit: No

APSY-GE 2217 Advanced Lab in Counseling Skills: School Counseling (3 Credits)

This course furthers the development of counseling skills necessary to facilitate the academic, personal/social, & career development (ASCA National Model) of K-12 school students. The skills relate to the contemporary roles of school counselors & include developing & implementing age-appropriate classroom guidance units; collaborating & consulting with teachers, administrators & parents; & advocating for equality, access, & social justice in schools & the community. Students will respond to simulated counseling interactions with parents, stakeholders, & students.

Grading: Grad Steinhardt Pass/Fail

Repeatable for additional credit: No

APSY-GE 2261 Emotional Development: A Cognitive Perspective (3 Credits)

Typically offered Spring term of odd numbered years

Focuses on the way that emotion develops over the course of a lifespan in relation to cognition. Topics include the organization model of emotional development; the neural basis of emotion & cognition; the relation of emotional & cognitive development to temperament & personality.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2270 Intervention and Prevention Early Childhood Contexts (3 Credits)

Typically offered Fall

Focuses on understanding early childhood development & intervention strategies aimed at preschool age children at-risk; addresses the emotional, cognitive, & behavioral development of preschool children, & risks associated with growing up in the context of poverty; reviews the history of preschool intervention strategies designed to improve outcomes for low-income children & the evaluation literature focused on preschool intervention services.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2271 Survey of Developmental Psychology (3 Credits)

Typically offered Fall

Nature of psychological development in childhood & adolescence considered & attention paid to developmental implications for adulthood & old age. Rigorous analysis of developmental theories is undertaken with emphasis on research findings & methods as reported in current literature.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

APSY-GE 2272 Adolescent Development: Theory and Research (3 Credits)*Typically offered Spring*

Examine theories & research on adolescent development with a particular focus on adolescents from diverse cultural backgrounds. Topics include: identity development; family & peer relationships; sexuality; risk-taking behavior; & the impact of family & peer relationships, schools, & neighborhoods on psycho-social adjustment. Different methodological approaches to the study of adolescent development will be examined. Implications for prevention & intervention programs for adolescent will also be discussed.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2279 Risk and Resilience (3 Credits)***Typically offered Spring*

Examines the concepts & measurement of risk & resilience from the perspective of developmental psychology. Explores mechanisms & processes to disrupt risk & enhance resilience. Models of risk & resilience are analyzed.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2300 Independent Study (6 Credits)***Typically offered Fall, Spring, and Summer terms*

This course is designed to provide students with an opportunity to gain or enhance their knowledge in psychology by exploring an area of their interest under the guidance of a full-time professor. Students may enroll in credit-bearing, paid or unpaid internship work directly related to their major field of study under the guidance of an NYU full-time professor through an independent study. This course cannot substitute for specific coursework required in licensure or certification preparation programs.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** Yes**APSY-GE 2335 HDSI Integrative Seminar (0 Credits)***Typically offered Spring*

An integrated seminar for masters students working on independent study projects under the supervision of a faculty member. The seminar focuses on the process of psychological research & its application. Includes discussion of issues, problems, & questions related to field & research experiences. Student's research projects culminate in an individually-produced comprehensive paper or capstone project.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2345 Academic Achievement Gaps: Socio-Psychological Dynamics (3 Credits)***Typically offered Fall*

Focuses on understanding the central issues leading to academic achievement gaps between different social groups in America. Topics include: biological, structural, cultural, & psychological factors in gaps between African-Americans, Latinos, Asians, & Caucasians in terms of test & school performance; gender differences in math & science achievement; & policy & educational interventions shown to reduce achievement gaps.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2354 Internship in Human Development (1 Credit)***Typically offered Summer term*

Seminar for students in the Human Development Research and Policy (HDRP) MA program to support their 135-hour, semester-long internship. Focus is on managing complex projects; communicating ideas clearly and impactfully; giving and receiving constructive feedback; and engaging in effective negotiations. Readings, assignments, and class activities are grounded on insights and practices from organizational and personality psychology, human-resource management, and business. Class meetings are practice based and combine individual, pair, and group exercises.

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** No**APSY-GE 2380 Parenting and Culture (3 Credits)***Typically offered occasionally*

Examination of parenting views & practice across socio-cultural groups, discussion of similarities & differences in parenting around the globe, how parenting changes over the life course of the child, & how parenting shapes children's development.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2500 Trauma:Theoretical and Clinical Perspectives (3 Credits)***Typically offered Fall and Spring*

Study of the human response to trauma with emphasis on the biologic, psychodynamic & social consequences. Child sexual abuse, terrorism, rape, war & disasters are some examples of the traumas considered. Consideration of theories, dilemmas, & clinical perspectives. Specific attention to legal issue, reporting, identification, assessment, techniques for interviewing & evidence gathering, non-traumatic & traumatic memory, issues & techniques in treatment, & prevention.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2505 Clinical Case Seminar in Trauma Studies: Transdisciplinary Reappraisals of Clinical Work (3 Credits)***Typically offered Spring*

The work of mental health clinicians will be the focus of study. The complexity of the clinician's trauma work will be considered through clinical presentation by clinicians, readings, & discussions. Topics include: the meaning & experience of trauma, interventions in clinical trauma work (such as child abuse, sexual abuse, rape, human trafficking, battering, racism, & war & its aftermath, terrorism & political action); & working with natural disasters. There will be academic autopsies of case material.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2524 Psychological Measurement (3 Credits)**

Introduces students to key topics in psychological measurement, including validity, reliability and generalizability, scaling, standard setting, criterion-referenced tests, item response theory, linking and equating, growth and vertical scaling, and bias and differential item functioning. It draws on classical and modern test theory. The first part of the course seeks to develop students' understanding of these questions, why they matter, and how to approach them. The second part offers students an opportunity to engage with cutting edge research in various fields.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No

APSY-GE 2527 The Development of Immigrant Origin Youth (3 Credits)*Typically offered Fall*

This course is designed to introduce students to research on the adaptation of immigrant origin youth. The course will concentrate on psychological, anthropological, sociological, & educational contributions to the study of immigrant children & adolescents. We will review the growing presence of immigrant youth in public schools in the United States & other post-industrial societies. We will consider a variety of stressors involved in the process of immigration along with the concomitant repercussions on the marital dyad, family relationships, & on the children themselves. We will explore the relevant literature on community forces, marginality, & minority status. We will consider the new research efforts to describe the various pathways immigrant children take in (trans)forming their developing identities. Lastly, we will examine the critical role of the educational experience on the adaptation of immigrant youth.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2530 Mindfulness: Science, Practice, and Application (3 Credits)**

This course covers the theory and recent research on the application of mindfulness and other forms of meditation to individual and social well-being in different contexts. We will examine the implementation and evaluation of mindfulness programs in schools, organizations, and psychotherapeutic settings, as well as the neurophysiological mechanisms underlying effects on learning, cognition, and well-being. The course will be designed to foster critical thinking about the science behind one of the fastest growing education, workplace, and therapeutic interventions.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2604 Running Field Experiments in Education (3 Credits)**

This course provides students with an overview of the steps involved in running field experiments in educational settings. It is structured around key questions in the design, implementation, and analyses of experiments (e.g., sampling, randomization, impact estimation). The course is designed to prepare graduate students to provide assistance to faculty members conducting field experiments and to design and execute their own. It draws on impact evaluations in psychology and economics in developed and developing countries. It focuses on field experiments.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2611 Brief Psychodynamic Therapy (3 Credits)***Typically offered Spring*

Based on theories of psychoanalysis, attachment, & interpersonal relations, this course covers the basic principles that guide brief psychodynamic psychotherapy. This course also provides opportunities for students to practice skills of developing an accurate case formulation of the client in order to promote change through specific interventions based on the model of brief dynamic therapy.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2620 Group Dynamics: Theory and Practice (3 Credits)***Typically offered Fall, Spring, and Summer terms*

The primary purposes of this course are to introduce students to the theory of group process & group dynamics underlying the practice of group counseling & the use of groups in a wide range of counselor interventions with children, adolescents & adults. Students will develop an understanding of group dynamics through readings, lectures, participation in & observing of ongoing groups. Attention will be given to personal, interpersonal, & group level dynamics as they occur in groups & to the interdependence of emotions, behavior & thought in group life.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2634 The Dynamics of Vocational Development (3 Credits)***Typically offered Fall and Spring*

Nature of work, career patterns, occupations choice, job satisfaction, work & leisure as problems of education & vocational development.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2635 Career Counseling (3 Credits)***Typically offered Spring*

Reviews the major concepts of vocational development of individuals from diverse backgrounds, & prepares counselors to engage in career counseling across the lifespan, with focus on career guidance programs in educational settings (P-12 & College). Theories of vocational development, career choice, career interventions, use of career assessment instruments, occupational & labor market information, & the relationship of career development & mental health, including the interrelationship between work, family, relationships, culture, & community issues.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2648 Practicum in School Counseling (3 Credits)***Typically offered Spring*

Students will apply critical counseling skills learned in previous coursework in a K-12 school setting (elementary, middle or high school). Under the supervision of the course instructor and the onsite supervisor, students will work to apply the ASCA National Model. Students must complete 100 hours of practical experience (minimum of 40 direct contact hours with a K-12 student) and participate in weekly supervision with a certified school counselor. Students must have a field site prior to starting the course, and all field sites must have departmental approval.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2650 Professional Orientation and Ethics for School Counseling (3 Credits)***Typically offered Spring*

An orientation to the American School Counseling Association & American Counseling Association ethical guidelines & legal issues related to work with children, adolescents, & families. The course will include the role of professional organizations in professional development & identity. Attention to processes & models of ethical decision-making related to various issues including group counseling, child abuse, sexual harassment, bullying GLBT, social justice & advocacy.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No

APSY-GE 2651 Prof Orientation & Ethics for Counseling in Mental Hlth & Wellness (3 Credits)*Typically offered Spring*

An orientation to the profession of counseling & its ethical guidelines & to the specific professional specialization of mental health counseling. The course will include discussion of the history of the field & will address issues such as professional roles, functions, & relationships of counselors with other human service providers, licensure & certification issues, & the role of professional organizations in professional development & identity. The examination of the ethical guidelines of the professions & their application to the specialization of mental health counseling will include attention to processes & model of ethical decision making.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2655 Internship in Counseling Mental Health and Wellness I (3 Credits)***Typically offered Fall*

Depending on type of program delivery, this first internship course requires a minimum of 200 or minimum of 300 hours of supervised counseling experience in an approved mental health setting & participation in a weekly university seminar. Student internship sites include community mental health agencies, chemical dependency treatment programs, college counseling centers, hospital settings, hospice programs, special programs for abused women & victims of violence, among others. Seminar sessions provide opportunities to discuss the range of their professional experiences as counselors-in-training. Topic areas include: individual & group counseling, psychoeducational interventions, case conceptualization and treatment planning, intakes/assessments and diagnostic interviewing, crisis intervention, multicultural, & ethical issues. Students are expected to adhere to ACA ethical guidelines.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2656 Internship in Counseling Mental Health and Wellness II (2-4 Credits)***Typically offered Spring*

Depending on the type of program delivery, students complete a minimum of 200 or minimum of 300 hours of supervised counseling experience in an approved mental health setting & participation in a weekly university seminar. Student internship sites include community mental health agencies, chemical dependency treatment programs, college counseling centers, hospital settings, hospice programs, special programs for abused women & victims of violence, among others. Seminar sessions provide opportunities to discuss the range of their professional experiences as counselors-in-training and the supervision of students' counseling cases. Students are expected to adhere to ACA ethical guidelines.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** Yes**APSY-GE 2657 Individual Counseling: Theory and Process (3 Credits)***Typically offered Fall and Spring*

Review of classical & contemporary theories of counseling from major counseling traditions. Addresses application to social & emotional development children, adolescents & adults with a focus on view of human nature, & normal & abnormal personality development. Introduces students to the evidence-base for the various theories & to the contribution of neuroscience to counseling. Reviews the application to school & mental health settings.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2658 Lab in Individual Counseling Skills (3 Credits)***Typically offered Fall*

Students participate in small group laboratory experiences utilizing simulation, modeling, micro-counseling, & related foundational counseling skills in an experiential learning base. Learning of basic communicating skills necessary in interviewing, counseling, & other helping relationships. Skills learned apply to a wide range of professional counseling with children, adolescents & adults.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2661 Foundations of Counseling for Mental Health and Wellness (3 Credits)***Typically offered Fall*

Interventions aimed at ameliorating mental illness & promoting wellness are examined. Integration of research & treatment models that consider mental health well-being in terms of pathology with models of wellness broadly conceived as optimal psychological & physical development. The meanings of "wellness," "health," & "illness" across lines of identity (e.g. ethnicity, culture, gender, sexuality, class, & age) are explored. Pathological outcomes (e.g., depression, anxiety, psychosis) are examined in tandem with such constructs as resilience, hope, wisdom, & spirituality, & considered at the individual, interpersonal, & community level.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2662 Foundations of School Counseling (3 Credits)***Typically offered Fall*

This course focuses on the history & changing role of school counselors, including innovative roles & modes of intervention (e.g., direct service, consultation, program development & use of data). In addition, the counselor's role in career development, school reform & social advocacy will be emphasized in accordance with the American School Counseling Association National Model.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2663 Program Development and Evaluation in Counseling (3 Credits)***Typically offered Fall and Spring*

Principles & practices of program development & evaluation for professional counselors in various counseling settings. Consideration is given to program development & evaluation of one-to-one, small group, large group (e.g., classroom) & institutional intervention by counselors working in schools & mental health settings.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No

APSY-GE 2667 Internship in School Counseling I (2-3 Credits)*Typically offered Fall*

Depending on the type of program delivery, this first internship course requires a minimum of 200 or minimum of 300 hours of supervised counseling experience in an approved elementary, middle or high school setting & participation in a weekly university seminar. Course provides opportunities for students to examine the range of their professional experiences as counselors-in-training. Areas include: individual & group counseling, consultation, classroom guidance, prevention, crisis intervention, multicultural, & ethical issues. Students are expected to adhere to ASCA & ACA ethical guidelines.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2668 Internship in School Counseling II (2-4 Credits)***Typically offered Spring*

Depending on the type of program delivery, students complete a minimum of 200 or minimum of 300 hours of supervised counseling experience in their P-12 school setting & participate in a weekly university seminar. Students provide individual & group counseling, as well as career development & transition experiences for students P-12. Interns consult & collaborate with students, faculty, administrators, parents & other stakeholders on academic, career, & social/emotional issues based upon National Standards for School Counseling Programs (or in accordance with the ASCA model). Students are expected to adhere to ASCA & ACA ethical guidelines.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** Yes**APSY-GE 2670 Internship in School Counseling III (2 Credits)***Typically offered not typically offered*

This third term of internship requires a minimum of 200 hours of supervised counseling experience in an approved P-12 school setting & participation in a weekly university seminar. In addition to continued attention to the range of professional issues addressed in the first & second terms of the seminar, the focus of this seminar is on higher level professional development and the supervision of students' counseling interventions within their schools. Students are expected to adhere to ASCA & ACA ethical guidelines. This third term of internship requires 200 hours of supervised counseling experience in an approved school setting & participation in a weekly university seminar. In addition to continued attention to the range of professional issues addressed in the first & second terms of the seminar, the focus of this seminar is on the supervision of students' counseling interventions with individuals & groups, including children, teachers & parents, & in a range of different kinds of counseling modalities.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2672 Interpretation and Use of Tests in Counseling Adults (3 Credits)***Typically offered Fall*

Introduction to formal assessment. Includes surveys of vocational personality, & aptitude tests & structured experience in administration & scoring. The synthesis of various tests with background & behavioral information is stressed, as are interviewing techniques necessary for introducing & interpreting test batteries to clients. Source of clients to be tested is highly desirable.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2673 Assessment of Children and Adolescents (3 Credits)***Typically offered Spring*

Introduction to informal & formal assessment procedures currently used in schools. Includes classroom observation, interviewing, & psycho-educational tests. Integration of information pertinent to educational performance will be highlighted, interpretation of various school-related tests will be emphasized, & school records & background information will be incorporated. Assessment practices employed in the determination of special education classification are highlighted. Students are encouraged to take this course concurrently with their fieldwork or practicum.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2675 Internship in Counseling for Mental Health & Wellness III (2 Credits)***Typically offered occasionally*

This third term of internship requires a minimum of 200 hours of supervised counseling experience in an approved mental health setting & participation in a weekly university seminar. Student internship sites include community mental health agencies, chemical dependency treatment programs, college counseling centers, hospital settings, hospice programs, special programs for abused women & victims of violence, among others. In addition to continued attention to the range of professional issues addressed in the first & second terms of the seminar, the focus of this seminar is on higher level professional development and the supervision of students' counseling interventions within their mental health settings. Students are expected to adhere to ACA ethical guidelines.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2682 Cross-Cultural Counseling (3 Credits)***Typically offered Fall, Spring, and Summer terms*

An examination of how behavior & experience are influenced by culture & intersectionality. Emphasis is given to increasing counselor self awareness, knowledge, & skills necessary to apply counseling theory & technique to diverse populations & settings.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2683 Grief and Bereavement Counseling (3 Credits)***Typically offered Spring and Summer*

An advanced thanatology course for persons who have had at least one basic course in thanatology or related work experience. Of particular use to clergy, counselors, hospice workers, nurses, psychologists, social workers, & others who work in helping relationships. A study of anticipatory grief, dying, grief & bereavement. Examination of related theory, research, current counseling practices, & models of intervention employed in various settings. Skill development in grief counseling, usually within simulated conditions.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2684 Marriage, Couple & Family Counseling (3 Credits)***Typically offered Fall and Spring*

A theory and practice approach, viewing the couple or the family as a unitary psycho-social system, focusing on general functioning, dysfunction, and intervention. In contrast to viewing individuals as the locus of a problem, the relationship is seen as a unitary system where harmony and difficulty depend on characteristics of the unit as a whole. Major areas covered include history, theory, practice models, and intervention techniques.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No

APSY-GE 2691 Substance-Related & Addictive Disorders Theory/Rsch/Treatment (3 Credits)*Typically offered Fall and Spring*

Considers constructs & theories related to legalized & illicit drug use, abuse & addiction across the lifespan. Focuses on biological, psychological, social antecedents of drug use, & on biopsychosocial consequences of drug use & dependence within developmental contexts. Examines specific drug addictions & treatment approaches. Health psychology, counseling psychology, developmental psychology, neuropsychology, medicine, health education, & public health perspectives are considered. Emphasizes the interplay of the knowledge & understandings developed from these perspectives, & applies this knowledge to research & counseling practice.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2812 Practicum in Counseling for Mental Health and Wellness (3 Credits)***Typically offered Summer term*

Students apply critical counseling skills learned in previous coursework in a mental health setting with clients. Under the supervision of the course instructor and the onsite supervisor, students work to develop competencies as a professional mental health counselor. Students must complete 100 hours of practical experience (minimum of 40 direct contact hours) and participate in weekly supervision with a licensed mental health professional. Students must have a field site prior to starting the course and all field sites must have departmental approval.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2825 Understand and Measuring Social Contexts of Development (3 Credits)***Typically offered Spring term of even numbered years*

Examines the interplay between social systems & individual functioning & well-being through the study of theoretical & measurement issues in the study of human environments. Provide an overview of different conceptualizations of the environment proposed by ecological theorists such as Bronfenbrenner, Barker, Lewin, & Moos & covers conceptual/analytic issues such as levels of analysis & utilization of various world views & perspectives.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2826 Intervention and Social Change (3 Credits)***Typically offered Fall of even numbered years*

Examines theoretical frameworks, concepts, pragmatics, & strategies & tactics of intervention & social change at different levels of analysis. Students will learn about designing & implementing social interventions &, upon completion, will be able to analyze social issues/problems from multiple perspectives & vantage points.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2827 Practicum in Intervention-Research or Policy-Research I (3 Credits)***Typically offered Fall of odd numbered years*

This two-semester course is an integral part of the PSI doctoral program. Practicum site experiences involve activities along a continuum of intervention development, implementation, and/or evaluation, and occur in a setting that is action-oriented, not research-oriented. Students engage in required fieldwork relating to activities such as refining a logic model or conducting a needs assessment, collaborating to conceptualize or implement an intervention, planning and facilitating a process or outcome evaluation, or engaging in policy analysis and dissemination.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2828 Practicum in Intervention-Research of Policy-Research II (3 Credits)***Typically offered Spring term of even numbered years*

This two-semester course is an integral part of the PSI doctoral program. Practicum site experiences involve activities along a continuum of intervention development, implementation, and/or evaluation, and occur in a setting that is action-oriented, not research-oriented. Students engage in required fieldwork relating to activities such as refining a logic model or conducting a needs assessment, collaborating to conceptualize or implement an intervention, planning and facilitating a process or outcome evaluation, or engaging in policy analysis and dissemination.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2830 Advanced Seminar in Psychology and Social Intervention (3 Credits)***Typically offered Fall and Spring*

As a core component of the training program, seminar provides students with experience in professional presentations of their work, exposes them to strong models of such presentations, & explores substantive, methodological, & professional issues not covered in classes. In addition to student presentations, there will be outside speakers, faculty presentations, discussions of pertinent journal article, & discussion of professional issues.

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** Yes**APSY-GE 2831 Families and Schools (3 Credits)***Typically offered Summer term*

The main objective of this course is to help students develop an understanding of the complexities of the relationships between family and school systems by taking a look at the nature of both as they relate to child development. The course will be taught from a developmental-ecological-systems perspective, with a focus on issues related to education of children in urban, low-income environments.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No

APSY-GE 2832 Child Development and Social Policy in a Global Society (3 Credits)*Typically offered Spring term of even numbered years*

Explores the nature, causes and consequences of racial-ethnic, social, and economic inequalities in children's lives and how policies affect inequalities in children's health, education, and economic well-being. Students examine philosophical rationales for policy action; historical trends that influence inequalities in development; the role of science and participatory/democratic processes in increasing the effectiveness of programs and policies affecting children; and challenges to improving programs and policies, thereby reducing inequalities.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2835 Research: Using Mixed Methods (3 Credits)***Typically offered Spring term of odd numbered years*

This course is designed to enable students to conduct & evaluate research that uses multiple methods, especially the combination of quantitative & qualitative methods, to address a particular research problem. Students will draw on knowledge gained in prior quantitative & qualitative methods courses to explicitly focus on strategies for combining methods in a single study. Students will be introduced to a variety of ways in which mixed methods are used, including sequencing methods such that data obtained via qualitative approaches is used to inform the design &/or interpretation of quantitative data, & concurrent use of multiple methods.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2836 The Development of African American Children (3 Credits)**

The major goal of this advanced developmental psychology course is to explore the lives and futures of Black children, youth, and families with a focus on how their lives are impacted by various structures and social institutions while also appreciating their needs and development. Through a combination of discussions, projects, and immersive learning experiences, this course centers the humanity, promise, and well-being of Black children and youth in order to deepen our understanding of how Black children and their families thrive.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2837 Professional Development Seminar I (3 Credits)***Typically offered Fall*

This integrated seminar focuses on the process of psychological research and its applications. Includes discussions with distinguished leaders in the field exploring issues, challenges, and questions related to professional field settings and research experiences. Topics include conducting ethical social and behavioral research, participating in an experiential site, and professional learning. Students work on independent projects with faculty or site supervisor. Prerequisite for APSY-GE 2838.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2838 Professional Development Seminar II (3 Credits)***Typically offered Spring*

This integrated seminar focuses on the process of psychological research and its applications. Includes discussions with distinguished leaders in the field exploring issues, challenges, and questions related to professional field settings and research experiences. Topics include conducting ethical social and behavioral research, participating in an experiential site, and professional learning. Students work on independent projects with faculty or site supervisor. A prerequisite for this course is APSY-GE 2837.

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** No**APSY-GE 2839 Project Research Seminar: PSI (3 Credits)***Typically offered Fall and Spring*

A seminar, with particular emphasis on discussing & clarifying students' research ideas & in enabling progress towards the second year project proposal. Emphasis on issues such as selecting & formulating a research problem, generating testable hypotheses, understanding the strengths & limitations of students' selected methods & measures, & strategies for writing clear, concise, & compelling research proposals.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** Yes**APSY-GE 2840 Play and Drama Therapy with Children and Adolescents (3 Credits)***Typically offered Spring term of even numbered years*

Focuses on play and drama approaches for the treatment of children & adolescents with a variety of psychological stressors, including physical & sexual abuse, life-threatening illnesses, death of a parent, divorce, & bullying. Examines treatment models & protocols relevant to institutional & community agency settings. Includes case examples, demonstration of play & drama techniques, & interactive class participation.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2895 Counseling Lesbian, Gay, Bisexual & Transgender Youth (3 Credits)***Typically offered Fall*

Although support for rights and protections is at historic highs, a majority of LGBT and gender non-binary youth report experiencing bias, harassment, assault, and victimization based on their sexual or gender identities or their diverse gender expressions. This course explores ways mental health professionals counsel LGBT youth to enhance coping with psychosocial and minority stresses and in affirming their sexual and gender identities.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 2896 Counseling Lesbian, Gay, Bisexual, and Transgender Adults (3 Credits)***Typically offered Spring*

In an ever-changing landscape of increased rights and backlashes, LGBT and gender non-binary adults and older adults experience bias, stress, and discrimination in health care, housing and public accommodations and at the workplace. This course explores ways mental health professionals counsel adults and older adults facing challenges in self-development, social-emotional relationships, and institutional settings.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No

APSY-GE 2999 Drug, Alcohol Ed/Child Abuse ID/School Violence/DASA (0 Credits)*Typically offered not typically offered*

An introduction to the role and responsibilities of teachers, school administrators, and pupil personnel staff in the coordinated school health programs. Course content covers mandated health subjects, e.g., recognition and prevention of substance abuse, HIV/AIDS, child abduction; child abuse recognition (2 hours), safety education, including fire and arson prevention, and violence prevention (2 hours). Meets NYS Education Department certification requirements for instruction in school violence prevention, identification and reporting of child abuse. Fulfills training required for certification/licensure under the Dignity for All Students Act (DASA).

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** No**APSY-GE 3001 Dissertation Proposal Seminar I (3 Credits)***Typically offered Fall*

Evaluation & development of research proposals by doctoral students.

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** No**APSY-GE 3009 Departmental Seminar: Theories of Change in Applied Psychology (3 Credits)***Typically offered Fall*

Graduate seminar for students who are planning to teach or do research in psychology. Aims & objectives, content, methods of instruction, preparation & use of materials for evaluation, & a survey of research, literature, & methods.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 3016 Internship in Counseling Psychology (0 Credits)***Typically offered Fall and Spring*

A full-time one-year internship required of all students. The internship experience consists of professionally supervised training integrating psychological knowledge & its application to the professional delivery of psychological services

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** Yes**APSY-GE 3020 Research Practicum in Developmental Psychology (3 Credits)***Typically offered Fall and Spring*

This year-long seminar provides doctoral students with (a) guidance in the research process as they work with faculty & share their progress in class & colloquia; (b) a forum to engage in critical discussion & share experiences around the process of research, including study design, measurement, participant recruitment, conducting of study, analysis, dissemination, & central research topics (such as ethics, research transparency, & reproducibility); and (c) a platform for presenting research progress & findings at the end of each academic year to students & faculty.

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** Yes**APSY-GE 3021 Developmental Research Seminar: Theories of Culture & Context (3 Credits)***Typically offered Fall of even numbered years*

Advanced study of theories & empirical research relating of the intellectual, social, & emotional development in children & adolescents.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 3023 The Developmental Psychology Seminar: Current Topics in Developmental Science (3 Credits)***Typically offered Fall and Spring*

Doctoral-level forum at which speakers & students address current topics in developmental science including neurobiological, behavioral, & contextual processes across infancy, childhood, adolescence, & early adulthood. Topics are aimed at consolidation of doctoral students' advanced understanding of theoretical foundations & empirical innovations in the study of human development. Focuses on social development, emotional development, & cognitive development within multiple cultural & socioeconomic contexts. Areas of research may include children's language development, development of executive function & effortful control, & cultural & ethnic identity development.

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** Yes**APSY-GE 3031 Practicum in Clinical Intake and Diagnosis (2 Credits)**

Students will learn structured and semi-structured techniques for clinical interviewing to inform diagnosis and treatment recommendations. Under the supervision of the course instructor, students will complete intake assessments with clients in the Center for Counseling and Community Wellbeing, including determining appropriate diagnoses and making clear, specific, and realistic treatment recommendations.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 3040 The Listening Guide Method of Psychological Inquiry (3 Credits)***Typically offered Fall*

This seminar is designed for advanced doctoral students working with interview data or other narrative materials & asking questions about internal, psychological processes. The listening guide method will be taught in a workshop format covering the entire research process from posing a question to writing up findings. Psychodynamics & cultural factors integral to research will be discussed. Students may work on their own data as well as on interviews conducted as part of the class. Weekly assignments will follow the steps of the Listening Guide & a final paper is required demonstrating the student's mastery of the method.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 3045 Advanced Seminar on the Listening Guide (3 Credits)***Typically offered Spring*

This seminar is intended for advanced doctoral students who wish to explore in greater depth questions of theory & method raised by the Listening Guide.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 3103 Historical Perspectives of Psychological Theory (3 Credits)***Typically offered Spring term of odd numbered years*

Influence of philosophy & early systems of psychology on contemporary views. Examination of British empiricism, structuralism, Gestalt psychology, behaviorism, & psychoanalytic theory.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No

APSY-GE 3607 Supervised Advanced Counseling Practicum: Individual and Group I (2 Credits)*Typically offered Fall*

Counseling under supervision of the departmental faculty with school, college, & agency clients. In addition to direct counseling with clients, individual supervisory conferences, & weekly seminars, students prepare case reports, analyze tape recordings, & hold consultations as appropriate.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** Yes**APSY-GE 3608 Supervised Advanced Counseling Practicum II (2 Credits)***Typically offered Spring*

Counseling under supervision of the departmental faculty with school, college, & agency clients. In addition to direct counseling with clients, individual supervisory conferences, & weekly seminars, students prepare case reports, analyze tape recordings, & hold consultations as appropriate.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** Yes**APSY-GE 3610 Externship in Counseling Psychology (0 Credits)**

The course focuses on advanced knowledge in counseling assessment and therapy, appreciation for contemporary issues in professional development, fostering skills in peer-supervision and support, and improving clinical case presentation skills. Students participate in an active, seminar-style discussion on clinical cases and professional issues. Students provide peer support and supervision of cases treated within an externship placement and formally make case presentations with an opportunity for feedback.

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** Yes**APSY-GE 3611 Counseling Psychology Program Seminar I (3 Credits)***Typically offered Fall of even numbered years*

Orientation to the profession of psychology & the specialty of counseling psychology in the context of the sociological & historical literature on professionalization. Major issues in psychology & in counseling psychology across areas of theory, research, & the practice are considered in depth. Major foci of the course also include the ethical issues in research & practice & the socialization of students to the program & department.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 3620 Forum in Counseling Psychology (0 Credits)***Typically offered Fall and Spring*

As a core component of the training program, this two year-monthly forum engages students with critical work in the areas of theory, practice, research & consultation. Through presentations by nationally recognized experts, faculty, & students, the forum explores substantive, methodological, & professional issues in counseling psychology. Students are required to examine & discuss pertinent scholarly work for each session.

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** Yes**APSY-GE 3629 Practicum in Counselor Training (3 Credits)***Typically offered Fall*

Examination of training models for counselor-client interaction. Students conduct structured training activities with M.A. & undergraduate students under the supervision of faculty from the counseling programs.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 3633 Seminar in Counseling Theory and Research (3 Credits)***Typically offered not typically offered*

Examination of selected theories of psychotherapy including the metatheory of counseling/psychotherapy with a focus on the evidence base for practice and within the context of the counseling psychology program commitment to psychotherapy integration. The metatheory of counseling/psychotherapy is a vocational perspective on psychotherapy practice. Attention is paid to the ways in which culture/race/gender/social justice issues intersect with clinical practice. Development of students' own personal theoretical orientations to practice is central to the course.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 3665 Clinical Assessment in Counseling Psychology I (3 Credits)***Typically offered Fall*

Intelligence & personality tests in conjunction with interviewing techniques are studied. Emphasis on administering & interpreting batteries, & in synthesizing tests & interview data into a comprehensive diagnostic report. Source for clients to be tested plus on-site supervision is highly desirable. Students should plan schedule to allow time for testing requirements.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 3666 Clinical Assessment in Counseling Psychology II (3 Credits)***Typically offered Spring*

Personality & clinical tests are studied. Cognitive & personality assessment skills are perfected. Projective testing is examined thoroughly, as assessment is grounded in personality theory. Emphasis is placed on administering & interpreting the multi-test battery & on synthesizing test findings, interview information, & clinical data into a comprehensive diagnostic report. Cross-cultural, ethical, & psychometric issues are critically evaluated with respect to validity & reliability of the assessment protocol.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**APSY-GE 3901 IES-Pre-doctoral Interdisciplinary Training Seminar on Causal Inference in Education I (1 Credit)***Typically offered Fall*

In keeping with recent federal Institute of Education Sciences funding for an interdisciplinary predoctoral training program, this graduate seminar focuses on experimental and quasi-experimental approaches to causal inference in education sciences. Through both internal research presentations from NYU faculty and presentations by outside research scientists, seminar topics will include introduction and consolidation of students' advanced understanding of the concepts of internal, external, construct, and statistical validity.

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** Yes

APSY-GE 3902 IES Pre-doctoral Interdisciplinary Training Seminar on Causal Inference in Education II (1 Credit)

Typically offered Spring

In keeping with recent federal Institute of Education Sciences funding for an interdisciplinary predoctoral training program, this graduate seminar focuses on experimental & quasi-experimental approaches to causal inference in education sciences. Through both internal research presentations from NYU faculty & presentations by outside research scientists, seminar topics will include introduction & consolidation of students' advanced understanding of the concepts of internal, external, construct, & statistical validity.

Grading: Grad Steinhardt Pass/Fail

Repeatable for additional credit: Yes