Department of Psychology

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Frank Lane

The Department of Psychology offers graduate programs in Clinical Psychology, Industrial/Organizational (I/O) Psychology, Rehabilitation Counseling Education, and Rehabilitation and Mental Health Counseling. The department’s goal is to provide students with a scientist-practitioner model of training that integrates theory, research, and practice. Each program requires specific research, practicum, internship, and curricular activities, which are linked to the specific goals of the individual training program.

Degrees Offered

Master of Science in Personnel and Human Resource Development
Master of Science in Psychology
Master of Science in Rehabilitation and Mental Health Counseling

Master of Science in Rehabilitation and Mental Health Counseling with Advanced Standing
Doctor of Philosophy in Psychology
Doctoral specialty training in:
Clinical Industrial/Organizational Rehabilitation Counseling Education
Postdoctoral Retraining in Clinical Psychology

Combined Degree Programs

Bachelor of Science in Psychology/Master of Science in Personnel and Human Resources Development

Certificate Programs

Compensation Management
Psychiatric Rehabilitation
Rehabilitation Engineering Technology

Rehabilitation Counseling
Psychology

Research Centers

Psychology faculty and students collaborate on applied research projects through the Center for Research and Service (CRS). Founded as the IIT Institute for Psychological Services in 1943, the CRS has an exceptional track record of providing organizations with meaningful metrics for managing human resources and has existed as a consulting unit since 1998. Leveraging the skills of faculty, students, and staff, the CRS evolved into one of the country's premier university-based research and services firm. Today, the CRS employs a staff of four full-time consulting professionals, approximately 30 Ph.D students, and 12 faculty from our industrial/organizational, clinical, and rehabilitation psychology programs.

The National Consortium on Stigma and Empowerment (NCSE) is a research group meant to promote recovery from mental illness by understanding the stigma associated with mental illness and promoting personal empowerment. The consortium (www.ncse1.org), largely funded by NIMH, is located at Illinois Institute of Technology, directed by Patrick Corrigan, and includes a collection of researches at Yale University, the University of Pennsylvania, Rutgers University, Temple University, Dartmouth University, the University of Illinois-Chicago, and New York University.

Research Facilities

Facilities include laboratories for human behavioral assessment studies, psychophysiological research, infant and maternal attachment research, and testing and interviewing laboratories with one-way mirror viewing. Special computer and video equipment is part of the research facilities. There are graduate student offices, a testing library, and a student lounge. Many journals and databases are available through IIT's libraries.

Research Areas

Clinical psychology faculty interests include: health psychology, attachment, child social and emotional development, educational assessment, eating disorders, and mood disorders. Some clinical students work with Rehabilitation faculty in areas such as: adjustment to disability, stages of change, stigma and prevention, psychiatric rehabilitation, and cross-cultural issues.

Industrial/Organizational faculty interests include: leadership, diversity, organizational climate, work-family interface, training design and evaluation, performance appraisal, test development, selection bias, occupational health psychology, and item response theory. Counseling and Rehabilitation Science faculty pursue research in the areas of: mental health counseling, adjustment to disability, vocational rehabilitation, factors affecting job placement, rehabilitation engineering technology, psychiatric rehabilitation, ethics and ethical issues in counseling, and clinical supervision.
Faculty

Ayman, Roya, Professor of Psychology and Director of Industrial/Organizational Training. B.A., M.A., Ph.D., University of Utah. Gender and diversity in the workplace, culture, and organizational behavior.

Corrigan, Patrick, Distinguished Professor of Psychology. B.S., Creighton University; M.A., Roosevelt University; Psy.D., Illinois School of Professional Psychology. The stigma of disabilities, the disabilities and rehabilitation of people with serious mental illness.

Ditchman, Nicole, Assistant Professor of Psychology. B.S., M.S. University of Illinois, Urbana-Champaign; Ph.D., University of Wisconsin-Madison. School-to-work transition, social relationships, and community engagement of individuals with disabilities and mental health issues.

Ellington, J. Kemp, Assistant Professor of Psychology. B.S., Appalachian State University; M.S., Ph.D., North Carolina State University. Training evaluation and effectiveness, performance appraisal issues such as rater effects, contextual influences, and developmental feedback.

Geist, Glen, Professor Emeritus of Psychology. B.A., Allegheny College; M.S., Ph.D., State University of New York-Buffalo. Private rehabilitation, job placement.

Haedt-Matt, Alissa, Assistant Professor of Psychology. B.S., M.A., Ph.D., University of Iowa. Eating and weight disorders and associated psychopathology.

Hopkins, Joyce, Associate Professor of Psychology. B.A., McGill University; M.A., Tufts University; Ph.D., University of Pittsburgh. Infant/maternal attachment, high-risk infants and toddlers, maternal psychopathology, and infant development.

Houston, Eric, Assistant Professor of Psychology. B.A., Carleton College; M.A., Ph.D., University of Illinois-Chicago. Relationship between health outcomes and psychological factors and treatment motivation.

Huyck, Margaret, Professor Emeritus of Psychology. A.B., Vassar College; M.A., Ph.D., University of Chicago. Gerontology, adult development.

Kazukauskas, Kelly A., Clinical Assistant Professor. B.S., Texas A&M University; M.S., Ph.D., Illinois Institute of Technology. Rehabilitation and mental health counselor competency and training, ethics and professional issues in counseling and clinical supervision, sexuality and disability.

Lam, Chow, Professor Emeritus of Psychology. B.S., M.S.Ed., University of Wisconsin-Whitewater; Ph.D., University of Wisconsin-Madison. Stages of change, cross-cultural issues in rehabilitation.

Landis, Ronald S., Nambury S. Raju Professor of Psychology and Department Chair. B.A., Pennsylvania State University; M.A., Ph.D., Michigan State University. Quantitative research methods, measurement, philosophy of science, personnel selection, individual and team performance, and recruitment.

Lane, Frank J., Associate Professor of Psychology and Director of the Rehabilitation Program. B.A., St. Leo College; M.H.S., Ph.D. University of Florida. Rehabilitation technology, implant technology, ethics in mental health and rehabilitation counseling, crime and disability.

Larson, Jonathan, Assistant Professor of Psychology. B.A., Western Illinois University; M.S., Southern Illinois University; Ed.D., Roosevelt University. Staff burnout, psychiatric rehabilitation, supported employment, stigma, mental health leadership.

Lee, Eun-Jeong, Associate Professor of Psychology. B.A., M.A., The Catholic University of Korea; Ph.D., University of Wisconsin-Madison. Cognitive Vulnerability Model of Depression for people with disabilities, psychosocial aspects to people with disabilities, positive psychology as it relates to disability and mental health, research methodologies, and epilepsy rehabilitation.

Legate, Nicole, Assistant Professor of Psychology. B.A., University of California-Los Angeles; M.A., University of Rochester.

Miller, Jennifer L., Assistant Professor of Psychology. B.A., University of Tennessee; M.S., Ph.D., Indiana University. Development of communication in complex social networks.

Mitchell, M. Ellen, Professor of Psychology and Deputy Director of the Institute of Science, Law, and Technology. B.A., Hamilton/Kirkland College; Ph.D., University of Tennessee. Social support, family and marital therapy.

Moller, Arlen, Associate Professor of Psychology. B.A., Cornell University; M.A., Ph.D., University of Rochester. Wellness, motivation, use of technology to promote healthy lifestyle.

Morris, Scott, Professor of Psychology and Associate Chair. B.A., University of Northern Iowa; M.A., Ph.D., University of Akron. Personnel selection, employment discrimination, statistics.

Saxena, Mahima, Assistant Professor of Psychology. B.A., University of Delhi (India); M.Sc., Goldsmiths, University of London (United Kingdom), Ph.D., Purdue University. Mindfulness, Occupational health psychology, experience sampling methodology.
Schleser, Robert, Professor of Psychology. B.A., Rutgers University; M.S., Ph.D., Memphis State University. Developmental issues, educational evaluation.

Stanard, Steven, Visiting Associate Professor of Psychology. B.A., Illinois State University; M.A., Xavier University; Ph.D., Illinois Institute of Technology. Executive coaching, managerial assessment, police selection and promotion.

Young, Michael, Professor of Psychology. A.B., University of Chicago; M.A., Ph.D., Adelphi University. Seasonal affective disorder, cognitive models of depression, statistical modeling of psychopathology.
Admission Requirements

Cumulative undergraduate GPA minimum: 3.0/4.0
Typical GRE score minimum for M.S./Ph.D.:
298 (quantitative + verbal) 3.0 (analytical writing)
Minimum TOEFL score: 550/213/80*
3 letters of Recommendation

The master’s program in Rehabilitation and Mental Health Counseling does not require the GRE. Each degree program is unique, but the stated minimum requirements are typical values and meeting the minimum GPA and test score requirements does not guarantee admission. Test scores and GPA are just two of several important factors considered. At least 18 credit hours of undergraduate study in psychology are required.

Applicants for master’s degree programs should have a bachelor’s degree from an accredited institution and meet the minimum standards listed above. The exception is the masters in Rehabilitation and Mental Health Counseling; undergraduate general psychology courses are the only required prerequisites for that program. Prerequisite to admission to doctoral programs are a bachelor’s or master’s degree from an accredited institution, superior academic records in both undergraduate and graduate programs, and favorable academic recommendations. GRE results are required for all psychology doctoral programs. Applications for admission are evaluated by separate committees for each program (Clinical, Industrial/Organizational, Rehabilitation, Rehabilitation Counseling Education, and Rehabilitation and Mental Health Counseling). Therefore, a prospective student must designate a specialty area on the appropriate form.

* Paper-based test score/computer-based test score/internet based test score.
The Clinical Psychology program offers a Ph.D. degree in Clinical Psychology. The Clinical Psychology Ph.D. program has been fully accredited for over 25 years by the American Psychological Association, and offers training from the cognitive-behavioral framework. Based on the Boulder scientist-practitioner model, the program emphasizes an integration of clinical practice and applied clinical research. Working with a faculty mentor, students begin research work their first year. Students in the rehabilitation specialization track take rehabilitation courses as electives and do research with Rehabilitation faculty. Clinical practicum experiences take place at general and specialized clinical sites throughout the Chicago area. All students complete an APA-accredited internship. The program prepares students to be license-eligible in the state of Illinois and most other states. Graduates typically function as practitioners and researchers in medical centers and multi-disciplinary clinical settings.

The Counseling and Rehabilitation Science program offers an M.S. degree in Rehabilitation and Mental Health Counseling, a Ph.D. in Rehabilitation Counseling Education, and a Ph.D. in combined Clinical/Rehabilitation Psychology. The mission of the Rehabilitation and Mental Health Counseling program is to prepare master’s degree students to perform a vital role as counselors who have specialized knowledge and skills for both rehabilitation and clinical mental health counseling service delivery. This includes the ability to serve persons with a diverse array of problems impacting the individual, and/or the family, in a variety of clinical settings and with respect for the influences of multicultural factors such as culture, ethnicity, race, religion, gender, and sexual orientation. Students also receive specialized training in the vocational, educational, and personal adjustment of persons with physical, mental, and emotional disabilities. The objectives of the program are to: (1) Train individuals in the practice of rehabilitation and clinical mental health counseling, which includes specialized knowledge in and experience related to counseling and treatment modalities appropriate for the service of a variety of clients in diverse rehabilitation and mental health counseling settings; (2) Develop mature, capable professionals who are able to relate constructively to clients, to work with clients to facilitate behavior change, demonstrate therapeutic interaction skills, and to facilitate the client’s development of problem-solving skills; and (3) Prepare students for professional service and leadership within the fields of rehabilitation and mental health counseling. The program also provides advanced training for persons presently employed in agencies and facilities offering services to persons with disabilities. This program prepares counselors for employment in community mental health facilities; state, federal, and private rehabilitation agencies; hospitals; correctional institutions; public schools; rehabilitation centers; and other organizations serving persons with physical, psychiatric, mental, social or emotional disabilities. The Ph.D. program prepares individuals for careers in university teaching, research and clinical practice in Rehabilitation Psychology. A minor is required for the rehabilitation counseling education track.

The Industrial/Organizational Psychology program offers an M.S. degree in Personnel and Human Resource Development and a Ph.D. in Industrial/Organizational Psychology. The program emphasizes a science-practice model of training. Students undertake a balanced education in personnel and organizational topics, disciplines and research. The program strengthens students’ quantitative skills for research and consulting. All students are expected to complete two internships. These positions are within various organizations where students are responsible for human resource management and development functions. Students in the Personnel and Human Resource Development master’s degree program receive the knowledge and skills necessary for professions in human resources, as well as management consulting positions. Ph.D. students will acquire a strong theoretical and methodological background in various areas of I/O psychology and are required to complete a minimum of two research projects. Many students in the past have presented and published their work. The Ph.D. curriculum prepares students to choose from several career paths in consulting, corporate human resources, or research and teaching.

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Master of Science in Personnel and Human Resources Development

43 credit hours

The M.S. in Personnel and Human Resources Development is designed for individuals who wish to work as applied professionals in areas such as management consulting, human resource management, industrial relations, and consumer behavior.

Core Course Requirements
PSYC 511 Psychometric Theory
PSYC 529 Personnel Selection and Evaluation
PSYC 545 Graduate Statistics I
PSYC 546 Graduate Statistics II
PSYC 555 Seminar in Industrial Training
PSYC 556 Organizational Psychology
PSYC 558 Industrial Psychology Internship I
PSYC 559 Industrial Psychology Internship II

These core courses provide a broad understanding of human relations in the workplace through theory and practice. Electives in advanced general psychology, industrial/organizational psychology, vocational rehabilitation, public administration, law and business allow for specialization. Designed as a two year full-time program with a minimum of 43 credit hours required, it also can be undertaken on a part-time basis. A research thesis or project is not required. Completing each I/O and statistics course with a minimum of a "B" (or appropriate remedial work determined by the college) constitutes the comprehensive requirement. There is no foreign language requirement.

Minimum requirements for admission include a bachelor's degree from an accredited institution, a minimum undergraduate GPA of 3.1/4.0, GRE results, and favorable academic recommendations. Further information can be obtained from the program upon request.

Master of Science in Psychology

32 credit hours
Thesis and oral defense

The M.S. in Psychology is exclusively a preliminary degree for students working toward a Ph.D. The aim is to evaluate and prepare students for work beyond the M.S.

Required Courses
PSYC 545 Graduate Statistics I
PSYC 546 Graduate Statistics II
PSYC 591 Research and Thesis for the M.S. Degree

Required Courses (must be completed within two years after the sequence is started)
PSYC 501 Biological Bases of Behavior
PSYC 502 Social Bases of Behavior
PSYC 503 Learning, Cognition, and Motivation
PSYC 504 Individual and Cultural Differences

This sequence constitutes the comprehensive requirement for the degree. Students must complete it with a minimum of a “B” average and no more than one “C” in these four core courses. The remaining courses are planned by the student and advisor according to the requirements of the student’s program area as noted below. No more than 12 credit hours may be taken below the 500 level. More detailed information concerning requirements for specialization in the areas of Clinical or psychology is available from the Department.

Upon completion of the thesis, the student must satisfactorily complete an oral examination, which is limited to a defense of the thesis.

Additional courses for Clinical students:
PSYC 510 Clinical Assessment I
PSYC 518 Basic Clinical Skills
PSYC 519 Therapy I-A
PSYC 526 Psychopathology

Additional courses for I/O students:
PSYC 529 Personnel Selection & Evaluation
PSYC 556 Organizational Psychology
AND one elective course
Psychology

Master of Science in Rehabilitation and Mental Health Counseling

60 credit hours

Project

The Rehabilitation and Mental Health Counseling education program, fully accredited by the Council on Rehabilitation Education since 1975, is designed to prepare students to function as rehabilitation and/or clinical mental health counselors for persons with a variety of needs including mental health issues impacting the individual and/or family, and persons with physical or mental disabilities who need psychosocial and vocational readjustment. The program is grounded in a strengths-based philosophy of client empowerment where the counselor’s role is to assist individuals to realize their optimum level of mental health and personal wellness, including vocational adjustment and independent living. This is done through the use of a variety of therapeutic interventions, including individual, group and/or family counseling, diagnosis, case management, the provision or coordination of evaluation, physical restoration, training, placement, and follow-up services. The demand for rehabilitation and clinical mental health counselors has exceeded the supply in recent years, in public, private, nonprofit, and for-profit sectors.

A core of required graduate courses provides the basic knowledge and skills necessary to the fields of rehabilitation and mental health counseling. These include counseling theory, rehabilitation and mental health counseling principles and practices with an emphasis on psychiatric rehabilitation, individual and group counseling, assessment in rehabilitation and mental health counseling, diagnosis of mental disorders, evidence-based treatment of mental disorders, job placement, medical and psychosocial aspects of disability, human growth, behavior and career development, and research methods.

Concurrently, field work of progressively increasing complexity takes place at a variety of community based mental health and rehabilitation facilities in the Chicago area. These include mental health and counseling centers, community rehabilitation facilities, the state department of vocational rehabilitation, rehabilitation centers, mental health centers, medical hospitals, and other facilities for persons with mental health concerns and/or disabilities.

This is a two-year 60-credit-hour program.

Required Courses

- PSYC 410 Introduction to Rehabilitation & Mental Health Counseling
- PSYC 411 Medical Aspects of Disabling Conditions
- PSYC 412 Multicultural & Psychosocial Issues in Rehabilitation & Mental Health Counseling
- PSYC 513 Assessment in Rehabilitation & Mental Health Counseling
- PSYC 523 Introduction to Theories of Psychotherapy
- PSYC 526 Psychopathology
- PSYC 557 Pre-Practicum in Rehabilitation & Mental Health Counseling
- PSYC 561 Applied Counseling Techniques: Group Counseling
- PSYC 562 Job Placement
- PSYC 563 Human Growth and Career Development
- PSYC 564 Rehabilitation & Mental Health Counseling Research Seminar
- PSYC 583 Rehabilitation Engineering Technology I: Survey of Interdisciplinary Application of RET
- PSYC 588 Graduate Psychology Seminar
- PSYC 590 Psychiatric Rehabilitation

Community-based clinical experience includes the following:

- PSYC 549 Practicum in Rehabilitation & Mental Health Counseling
- PSYC 578 Rehabilitation & Mental Health Counseling Internship I
- PSYC 579 Rehabilitation & Mental Health Counseling Internship II

Students are also required to complete a rehabilitation and mental health counseling research project. (PSYC594 or PSYC 576).

For individuals currently working in the rehabilitation and mental health counseling field who are interested in pursuing a M.S. in Rehabilitation and Mental Health Counseling at a slower pace, there is a part-time option available which is designed to meet the needs of the working professional. Courses are generally offered in the evening and via distance education, and the required fieldwork experiences (practicum and internship) are typically worked out with the student’s place of employment. The part-time program takes approximately three years to complete.

Full and part-time students admitted to the program may be eligible for Rehabilitation Services Administration (RSA) traineeships that help cover the cost of tuition and include a stipend for books and supplies. Traineeships are awarded on the basis of economic need and academic performance. The precise numbers of traineeships vary from year to year and cannot be guaranteed to any student at the time of acceptance in the program.
Master of Science in Rehabilitation and Mental Health Counseling with Advanced Standing

45-60 credit hours

Project

Candidates who hold a B.A. or B.S. in psychology or other relevant degree or international students holding a relevant professional degree from outside the U.S.; and who have completed the equivalent of the first semester’s required courses may qualify for up 15 credit hours of advanced standing in the Master of Science in Rehabilitation and Mental Health Counseling program.

Admission with Advanced Standing may allow the candidate to complete the Master of Rehabilitation and Mental Health Counseling degree in 1.5 years (three semesters), depending on prior preparation. The regular master’s program in Rehabilitation and Mental Health Counseling requires 60 credit hours post bachelors usually completed over the course of 2 years. However, applicants who meet the admissions requirements and already have some qualifying graduate-level coursework from another university may be eligible for Advanced Standing. In addition, IIT undergraduate students who meet the criteria for regular admission to the master’s program can consider completing their master’s degree more quickly by smart use of their electives. In the junior and senior years, qualified students can take graduate courses to meet their undergraduate elective requirements.

For a course to be accepted towards advanced standing, the student needs to obtain a grade of B or better. Candidates may be asked to provide additional evidence on their previous coursework, including projects and course syllabi, to determine eligibility for Advanced Standing. Candidates will be notified upon admission as to their acceptance of Advanced Standing.

Interested students should submit a formal application to the Rehabilitation and Mental Health Counseling Program in the fall of their sophomore or junior year and work closely with the Head of the Division of Counseling and Rehabilitation Science and their undergraduate academic advisor throughout to ensure proper course sequencing.

The following courses may be considered towards advanced standing in the M.S. degree in Rehabilitation and Mental Health Counseling. They can be taken as part of required or elective courses for the B.S. degree in Psychology. If taken as an undergraduate, these courses do not have to be repeated for the graduate program. Students should also work closely with their undergraduate academic advisor to best plan a program leading to the combined degrees in the shortest possible time. In the junior and senior year, and in consultation with the Head of Division of Counseling and Rehabilitation Science, students may take the following courses:

- PSYC 410 Introduction to Rehabilitation & Mental Health Counseling
- PSYC 411 Medical Aspects of Disabling Conditions
- PSYC 412 Multicultural & Psychosocial Issues in Rehabilitation & Mental Health Counseling
- PSYC 513 Assessment in Rehabilitation & Mental Health Counseling
- PSYC 523 Introduction to Theories of Psychotherapy
- PSYC 562 Job Placement
- PSYC 563 Human Growth and Career Development
- PSYC 564 Rehabilitation & Mental Health Counseling Research Seminar
- PSYC 583 Rehabilitation Engineering Technology I: Survey of Interdisciplinary Application of RET
- PSYC 590 Psychiatric Rehabilitation

Except as noted above, the requirements for this degree are the same as the Master of Science in Rehabilitation and Mental Health Counseling.
Doctor of Philosophy

The department of Psychology grants a single Ph.D. in Psychology with specialization in Clinical, I/O, or Rehabilitation Counseling Education. There are both common and unique requirements across the three specializations and are described separately for each.

Common Requirements
All Ph.D. students must complete the sequence of PSYC 501, PSYC 502, PSYC 503, and PSYC 504 with a minimum of "B" average and no more than one "C" in these four courses.

All students are expected to show competency in methodology and research design, as well as in the specific content of their program areas. Before beginning dissertation research, a student must present a dissertation proposal for approval by a committee of the faculty. The final requirement of the Ph.D. program is an oral examination restricted to defense of the dissertation and conducted by a committee nominated by the department and appointed by the Dean of Graduate Studies.

Clinical
The Ph.D. program with specialization in Clinical Psychology is accredited by the American Psychological Association. Completion typically requires six years of study beyond the bachelor's degree, including a one year full-time internship. Students with prior graduate work may receive advanced credit. The program follows the scientist-practitioner model and emphasizes an integration of clinical practice and applied clinical research. Working with a faculty mentor, students begin research work their first year. Students complete 3 years of 15-20 hour/week practicum training that includes a wide variety of assessment and treatment experiences with a broad range of clients, including minority and underserved populations. Training sites include medical centers, community mental health centers, and clinics throughout the Chicago metropolitan area. Clinical supervision is provided both onsite and at IIT. All students complete an APA-accredited internship. The program prepares students to be license-eligible in the state of Illinois and most other states. Graduates typically function as practitioners and researchers in medical centers and multi-disciplinary clinical settings.

Students may elect to further specialize in the Rehabilitation Track. This specialization requires practica in a rehabilitation setting. In addition, students complete their 5 elective seminars in the Rehabilitation Program curriculum and their research with Rehabilitation Program faculty. The specialization in the Rehabilitation Track occurs in addition to the standard program of the Clinical specialization.

A Clinical Respecialization Program is offered for individuals with a Ph.D. in another area of psychology. The postdoctoral respecialization program provides the same core clinical training as the doctoral program. Completion typically takes three years, including one year full time internship. In recognition of the diverse previous experiences of respecialization students, the program is tailored to the individual’s specific training needs.

107 credit hours minimum
Comprehensive exam
Dissertation and oral defense
Internship (1 year, full-time)

Required Courses (including those required for M.S. degree)

Foundation Courses
PSYC 501 Biological Bases of Behavior
PSYC 502 Social Bases of Behavior
PSYC 503 Learning, Cognition, and Motivation
PSYC 504 Individual and Cultural Differences
PSYC 505 History and Systems of Psychology
PSYC 540 Research Methods
PSYC 545 Graduate Statistics I
PSYC 546 Graduate Statistics II
PSYC 554 Survey of Multivariate Statistics

Base Clinical Courses
PSYC 508 Ethics and Professional Issues I
PSYC 509 Ethics and Professional Issues II
PSYC 525 Developmental Psychopathology
PSYC 523 Theories of Psychotherapy
PSYC 526 Psychopathology

Clinical Practice Courses
PSYC 507 Therapy II
PSYC 510 Clinical Assessment I
PSYC 512 Clinical Assessment II
PSYC 518 Basic Clinical Skills
PSYC 519 Therapy I-A
PSYC 533 Clinical Practicum
PSYC 599 Clinical Internship

Elective Seminars (15 credit hours). Some offerings in recent years: Health Psychology, Affective Disorders, Neuropsychological Assessment, Eating & Weight Disorders, Assessment and Treatment of Young Children, Child Cognitive Development, Psychology of Sport, Performance and Health; Structural Equation Modeling, Psychometric Theory, Hierarchical Linear Models

Research
PSYC 591 Research and Thesis M.S.
PSYC 691 Research and Thesis Ph.D.
Doctor of Philosophy (continued)

I/O
The Ph.D. program in I/O Psychology includes coursework in both personnel and organizational psychology. Two semesters of internship in an organizational setting are required. Students in this program frequently are advised to supplement departmental offerings with selected courses in management, or other related fields.

96 credit hours minimum
Comprehensive exam
Dissertation and oral defense
Internship

Required Courses (including those required for M.S. degree)

PSYC 501 Biological Bases of Behavior
PSYC 502 Social Bases of Behavior
PSYC 503 Learning, Cognition, and Motivation
PSYC 504 Individual and Cultural Differences
PSYC 511 Psychometric Theory
PSYC 529 Personnel Selection and Evaluation
PSYC 545 Graduate Statistics I
PSYC 546 Graduate Statistics II
PSYC 554 Survey of Multivariate Statistics
PSYC 555 Seminar in Industrial Training
PSYC 556 Organizational Psychology
PSYC 558 Industrial Psychology Internship I
PSYC 559 Industrial Psychology Internship II
PSYC 591 Research and Thesis M.S.
PSYC 691 Research and Thesis Ph.D. (minimum of 24 hours)

Elective Courses (27 hours from the following courses, all courses are 3 credits except as noted)

PSYC 517 Performance Appraisal Seminar
PSYC 530 Contemporary Issues in Industrial Organizational Psychology
PSYC 531 Organizational Attitudes and Behavioral Seminar
PSYC 535 Seminar in Personnel Selection
PSYC 540 Research Methods
PSYC 552 Legal Issues in Human Resource Management
PSYC 571 Seminar in Quantitative Psychology
PSYC 580 Seminar in Leadership
PSYC 588 Graduate Psychology Seminar
PSYC 711 Multi-Level Data Analysis (1.5 credits)
PSYC 714 Assessment Centers (1.5 credits)

Courses may also be selected from Stuart School of Business offerings.

Rehabilitation Counseling Education
The curriculum for the Ph.D. program with specialization in Rehabilitation Counseling Education includes core counseling courses (e.g., individual and group counseling theories and microskills), and rehabilitation-specific coursework (e.g., vocational counseling and evaluation, job placement, medical and psychosocial aspects of disability), which provide the basic knowledge and skills necessary to rehabilitation counseling practice. Practicum and internships are taken at rehabilitation and social service agencies in the Chicago area.

96 credit hours minimum
Comprehensive exam
Dissertation and oral defense

Curriculum
Psychological Foundations
PSYC 505 History and Systems of Psychology
PSYC 501 Biological Bases of Behavior
PSYC 502 Social Bases of Behavior
PSYC 503 Learning, Cognition, and Motivation
PSYC 504 Individual and Cultural Differences

Statistics and Research Design
PSYC 540 Research Methods
PSYC 545 Graduate Statistics I
PSYC 546 Graduate Statistics II
PSYC 554 Survey of Multivariate Statistics

Rehabilitation Core
PSYC 573 Psychosocial Bases: Disability and Behavior
PSYC 575 Adult Career Development and Vocational Behavior
PSYC 577 Professional and Ethical Issues in Rehabilitation Counseling Psychology

Experiential Components of Rehabilitation
PSYC 586 Concepts of Supervision
PSYC 597 Special Problems

Minor
In consultation with their academic advisor, students will also select 12 credits of courses in fulfillment of their minor.
Special Fellowships

Since its inception, the Rehabilitation Services Administration (RSA) of the U.S. Department of Education has continuously funded IIT’s Rehabilitation Counselor Education programs. The RSA traineeships are designed to increase the number of practicing rehabilitation counselors by covering the cost of tuition and books. Trainee-ship grants, when available, may cover up to full tuition plus a monthly stipend. To a limited number of students, the Department also awards teaching and research assistantships, which cover partial tuition as well as provide a stipend. The amount of the stipend and tuition scholarships depends upon the terms of the appointment.

Bachelor of Science in Psychology/Master of Science in Personnel and Human Resources Development

For IIT undergraduate psychology majors it is possible to earn a master’s degree in Personnel and Human Resources Development in 1.5 years instead of the normal 2 years. The regular master’s program in Personnel and Human Resources Development requires 43 credit hours post bachelors, usually completed over the course of 2 years (see program description in this bulletin). However, IIT psychology majors who meet the criteria for regular admission to the master’s program can consider completing their master’s degree more quickly by smart use of their electives. In the senior year, qualified students can take graduate courses to meet their undergraduate elective requirements. For a class to be accepted towards the PHRD masters the student needs to obtain a grade of B or better. By taking psychology courses that also apply to the Personnel and Human Resources Development Program, students can reduce the graduate degree requirements by 13 credit hours. Interested students should submit a formal application to the PHRD program in the fall of their sophomore or junior year and work closely with the Head of the I/O program and their undergraduate academic advisor throughout to ensure proper course sequencing.

The following courses are required for the M.S. degree in Personnel and Human Resources Development. They can be taken as part of required or elective courses for the B.S. degree in Psychology. If taken as an undergraduate, these courses do not have to be repeated for the graduate program. Students should also work closely with their undergraduate academic advisor to best plan a program leading to the combined degrees in the shortest possible time.

In the senior year, and in consultation with the Director of I/O Program, students may take the following courses:

- PSYC 502 Social Bases of Behavior
- OR
- PSYC 504 Individual and Cultural Differences
- PSYC 529 Personnel Selection*
- PSYC 545 Graduate Statistics I*
- PSYC 546 Graduate Statistics II*
- PSYC 556 Organizational Psychology*
- MBA 510 Financial and Managerial Accounting
- MBA 560 Marketing

Courses noted * above need to be taken in the senior year in order to accelerate completion of the master’s degree.

In the summer, after completion of the B.S., students will be eligible to complete their first required graduate internship. This needs to be coordinated during the senior year and prior to the summer with the Director of the I/O Program.
Certificate Programs

Compensation Management

Required Courses
- PSYC 710 Compensation and Benefit Application
- PSYC 716 Base Pay Management
- PSYC 717 Variable Pay Programs
- PSYC 719 Fundamentals of Employee Benefits Programs

AND one of the following:
- PSYC 529 Personnel Selection and Evaluation
- PSYC 556 Organizational Psychology

Psychiatric Rehabilitation

Required Courses
- PSYC 526 Psychopathology
- PSYC 588 Graduate Psychology Seminar
- PSYC 590 Psychiatric Rehabilitation

Rehabilitation Engineering Technology

Required courses
- PSYC 583 Rehabilitation Engineering Technology I: Survey of Interdisciplinary Application of RET
- PSYC 584 Rehabilitation Engineering Technology II: Access to Independence Through Assistive Technology
- PSYC 585 Rehabilitation Engineering Technology III

Rehabilitation Counseling

Required courses
- PSYC 410 Introduction to Rehabilitation and Mental Health Counseling
- PSYC 513 Assessment in Rehabilitation and Mental Health Counseling
- PSYC 523 Introduction to Theories of Psychotherapy
- PSYC 557 Pre-Practicum in Rehabilitation and Mental Health Counseling
- PSYC 411 Medical Aspects of Disabling Conditions

OR
- PSYC 562 Job Placement
- PSYC 563 Human Growth and Career Development
- PSYC 575 Adult Career Development and Vocational Behavior
- PSYC 578 Rehabilitation and Mental Health Counseling Internship I

OR
- PSYC 575 Adult Career Development and Vocational Behavior
- PSYC 578 Rehabilitation and Mental Health Counseling Internship I

OR
- PSYC 556 Organizational Psychology
- PSYC 599 Clinical Internship
Course Descriptions
Numbers in parentheses indicate class, lab and credit hours, respectively.

PSYC 501
Biological Bases of Behavior
A critical review of the anatomical and neurophysiological bases of behavior as related to theory and practice in psychology. (3-0-3)

PSYC 502
Social Bases of Behavior
Critical overview of theory and research in social cognition, interpersonal relations, group dynamics and organizational psychology. Implications of principles for issues and problems in real-world social systems are developed. (3-0-3)

PSYC 503
Learning, Cognition, & Motivation
Empirical and theoretical issues relating to learning, cognitive psychology, perceptual learning, drive and emotion will be surveyed. Emphasis will be placed on differing theoretical interpretations of a given set of data. (3-0-3)

PSYC 504
Individual & Cultural Differences
Review of the basic models used to explore and explain how and why people differ from each other. The course will explore the influence of culture and individual characteristics such as gender, ability and personality, as well as how these influences change over a person’s lifetime. (3-0-3)

PSYC 505
History & Systems of Psychology
Critical and conceptual evaluation of influential philosophical and psychological theories of human behavior: From the Greek bronze age to the modern era. (3-0-3)

PSYC 506
Therapy I
Basic clinical skills including intake, suicide assessment, case formulation, differential diagnosis, and basics of conducting cognitive behavioral therapy. Taken when not preceded by PSYC 518 (Basic Clinical Skills). (3-0-3)

PSYC 507
Therapy II
Second semester seminar and supervised training in basic clinical skills, including interviewing, development of a therapeutic relationship, managing the process of therapy and assessing therapy progress. Requires active standing in the clinical program and approved clinical placement. Prerequisite(s): [(PSYC 506)] (3-0-3)

PSYC 508
Ethics & Professional Issues I
This is an introductory course designed around ethical issues confronting clinical psychologists. It is offered to incoming first year clinical students to allow them to think about ethical issues in treatment, assessment, and professional behavior. Using the APA ethics code as a guide, students present and respond to ethical dilemmas that they may face as they embark upon their career as clinical psychologists. Other professional issues are also discussed including the transition to graduate school, course selection decisions, and any other general graduate school questions that may arise. (2-0-2)

PSYC 509
Ethics & Professional Issues II
This is a continuation of PSYC 508 but offered to second semester, third year students. It is designed to prepare students for the later parts of the graduate student experience. Topics include dissertation research, the internship experience, early job and career decisions, supervision, and consultation. Barriers to successful completion of the program are discussed and problem solved. Ethical issues such as those confronting new Ph.D.’s are also introduced. (1-0-1)

PSYC 510
Clinical Assessment I
Seminar and supervised training in intellectual and cognitive assessment for adults and children. Research, psychometric characteristics, conceptual foundations, clinical applicability, administration, scoring and interpretation of major assessment instruments, and writing reports. Requires active standing in the clinical program. Instructor permission required. (3-0-3)

PSYC 511
Psychometric Theory
Basic understanding of principles and theories of psychological measurement emphasizing (1) theories and methods for estimation of reliability and validity, (2) techniques for the measurement of psychological variables and (3), methods for construction of psychological and educational measuring instruments. Prerequisite(s): [(PSYC 545 and PSYC 546)] (3-0-3)

PSYC 512
Clinical Assessment II
Seminar and supervised training in personality assessment of adults and children. Research, psychometric characteristics, conceptual foundations, clinical applicability, administration, scoring and interpretation of major assessment instruments, and writing reports. Prerequisite(s): [(PSYC 510)] (3-0-3)

PSYC 513
Assessment in Rehabilitation & Mental Health Counseling
An overview of test selection, administration, and interpretation through synthesis, integration, and evaluation of assessment data used in rehabilitation and mental health counseling. Includes historical perspectives in assessment, statistical concepts, an orientation to standardized and non-standardized tests, and the process and practice of assessing adults with disabling conditions for rehabilitation plan development and vocational decision-making. (3-0-3)
PSYC 514
Vocational Evaluation II: Report Development & Communication
The process of developing vocational evaluation and staffing reports. Gathering, analyzing, integrating, synthesizing, and interpreting evaluation information. Development of feasible recommendations utilizing related sources of labor market/occupational information.
Prerequisite(s): [(PSYC 513)]
(3-0-3)

PSYC 515
Vocational Evaluation Laboratory
Practical skills in vocational evaluations including application of work samples and situational assessment at a vocational evaluation site in the community.
(3-0-3)

PSYC 517
Performance Appraisal Seminar
The objectives of the seminar are to 1) provide a broad understanding of the multiple facets of performance appraisal, 2) understand research and advances in the field, and 3) understand the challenges and pitfalls of successfully implementing a PA system in an organization.
Prerequisite(s): [(PSYC 529 and PSYC 556)]
(3-0-3)

PSYC 518
Basic Clinical Skills
This course covers introductory therapy skills including intake, suicide assessment, case formulation, and differential diagnosis.
Prerequisite(s): [(PSYC 526)]
(1-0-1)

PSYC 519
Therapy I-A
Basics of conducting cognitive behavioral therapy following PSYC 518 (Basic Clinical Skills).
Prerequisite(s): [(PSYC 518)]
(2-0-2)

PSYC 520
Health Psychology
Introduction to theoretical, clinical and research issues in adult behavioral medicine. Covers general perspectives of a biobehavioral approach, factors affecting adult health and illness, diagnostic and treatment approaches, and issues in research and application.
(3-0-3)

PSYC 523
Introduction to Theories of Psychotherapy
Introduction to various approaches to therapeutic intervention. The conceptual bases, history, methods, empirical foundations and applicability of important schools of therapeutic intervention will be considered.
(3-0-3)

PSYC 524
Assessment & Treatment of Infants & Young Children
Reviews current conceptualizations, assessment and treatment of childhood disorders from a behavioral-system perspective. Examines the impact of the family, school and other relevant systems on the development and treatment of child behavior problems.
(3-0-3)

PSYC 525
Developmental Psychopathology
This course covers theory and research on developmental processes and their functions to promote health and as risk factors for psychopathology.
(3-0-3)

PSYC 526
Psychopathology
Critical examination of clinical and experimental research in psychopathology and diagnostic classification systems.
(3-0-3)

PSYC 529
Personnel Selection & Evaluation
Principles and techniques of employee selection and placement. Analysis of test data which will maximize the effectiveness of such techniques.
(3-0-3)

PSYC 530
Contemporary Issues in Industrial Organizational Psychology
Survey of major theoretical formulations and current approaches to intervention techniques in the field of industrial-organizational psychology.
Prerequisite(s): [(PSYC 529 and PSYC 556)]
(3-0-3)

PSYC 531
Organizational Attitudes & Behavioral Seminar
The course is an in-depth study of factors that affect Organizational behavior and attitude (motivational theories). The various key attitudes and behaviors that organizations are defined and research relating to them is discussed (e.g. job satisfaction, organizational commitment, job involvement, turnover, absenteeism, and organizational citizenship). We also identify the stresses on today’s employees’ life and discuss some ways to manage them (e.g. job stress, work-family conflict, minority and immigrant worker.
Prerequisite(s): [(PSYC 556)]
(3-0-3)

PSYC 533
Clinical Practicum
Clinical assessment, therapy and/or consultation in a community-based mental health setting or medical facility for an average of 15 to 20 hours per week, per semester. Students obtain supervised experience in the provision of psychological services and related professional activities. Must be in an approved clinical placement site.
(Credit: Variable)

PSYC 534
Attachment Theory Throughout the Lifespan
Provides an in depth understanding of attachment theory and research, as well as clinical applications throughout the life span. Instructor permission required.
(3-0-3)

PSYC 535
Seminar in Personnel Selection
A critical review of advanced techniques in personnel selection. Includes such topics such as validity generalization, utility analysis, and applications of latent trait theory.
Prerequisite(s): [(PSYC 511)]
(3-0-3)
PSYC 536
Affective Disorders
Examination of current theory and research regarding affective disorders. Covers cognitive, behavioral, biological, and cultural perspectives. The relationship of affective symptomatology and diagnosis to other types of psychopathology are considered.
Prerequisite(s): [(PSYC 526)] (3-0-3)

PSYC 537
Child Cognitive Development
The course is designed to be a practical primer on the changes in cognition that occur from ages five to seven when there is a major change in how children perceive their world and how the world perceives them.
(3-0-3)

PSYC 538
Psychology of Sport, Performance, & Health
The course examines the clinical and research literature on the physical and psychological benefits of the following: regular physical activity; psychological, social, and environmental aspects of exercise non-adherence; and mental and behavioral strategies for promoting motivation, confidence, concentration, and enhanced sport performance.
(3-0-3)

PSYC 540
Research Methods
This course prepares students for designing and interpreting empirical research. The collection of meaningful data, appropriate use of data analytic techniques, and the interpretation of data results are presented.
(3-0-3)

PSYC 545
Graduate Statistics I
Basic course in elementary statistics Introduction to inferential statistics and statistical analysis of psychological data. Emphasis on hypothesis testing procedures and computer applications.
(3-0-3)

PSYC 546
Graduate Statistics II
Statistical procedures used in the prediction and explanation of psychological data, including multiple regression. Emphasis on computer applications.
Prerequisite(s): [(PSYC 545)] (3-0-3)

PSYC 547
Evidence-Based Practice in Rehabilitation & Mental Health Counseling
The objective of this course is to familiarize students with evidence-based practice (EBP) in the field of rehabilitation and mental health counseling. Students will be introduced to a variety of evidence-based models in rehabilitation and mental health counseling as well as current issues in EBP. The historical development of EBP will be explored, and current empirical research will be examined.
(3-0-3)

PSYC 548
Vocational Psychiatric Rehabilitation
An in depth review of models available to help people with severe mental illness obtain and maintain employment. Topics relating to vocational evaluation, work adjustment, placement, supported work models, and follow-up will be covered.
(3-0-3)

PSYC 549
Practicum in Rehabilitation & Mental Health Counseling
Seminar and supervised experience in rehabilitation and mental health counseling with an emphasis on development of individual counseling skills. Students work in a field-based rehabilitation and mental health counseling capacity carrying a small client caseload while participating in weekly individual and group supervision. Includes topics related to counseling processes, procedures, and theories; ethics; and crisis prevention, assessment, and intervention.
Prerequisite(s): [(PSYC 410, PSYC 523, and PSYC 557)]
(Credit: Variable)

PSYC 550
Couples Research & Therapy
Advanced seminar introduces students to empirically based interventions for couples. Presents clinically relevant and empirically derived material to better understand the importance of both technique and theory when intervening at a couples level.
(3-0-3)

PSYC 552
Legal Issues in Human Resource Management
Seminar on the legal context of human resource management, focusing on equal employment opportunity laws. Will discuss how to design employee selection, evaluation and compensation systems that comply with U.S. federal laws and regulations.
Prerequisite(s): [(PSYC 529)]
(3-0-3)

PSYC 553
Family & Couples Therapy
Surveys the major theoretical perspectives for understanding and intervening with family and marital problems.
(3-0-3)

PSYC 554
Survey of Multivariate Statistics
Introduction to the major multivariate statistical procedures used in psychology; factor analysis, discriminant analysis, multivariate analysis of variance and canonical correlation.
Prerequisite(s): [(PSYC 545) OR (PSYC 546)]
(3-0-3)

PSYC 555
Seminar in Industrial Training
Survey of various types of training and development programs used in industry. Also included are related major issues, specific techniques, assessment of training needs and evaluation of training programs.
Prerequisite(s): [(PSYC 529 and PSYC 556)]
(3-0-3)

PSYC 556
Organizational Psychology
Theory and research concerning human behavior in formal organizations, communication nets, dynamics of managerial jobs; current ideas concerning organizations.
(3-0-3)

PSYC 557
Pre-Practicum in Rehabilitation & Mental Health Counseling
Study of the counseling process within a multicultural society. Includes essential interviewing and counseling techniques, counselor characteristics and behaviors, and ethical considerations in counseling with an orientation toward wellness and empowerment.
(3-0-3)
PSYC 558
**Industrial Psychology Internship I**
Supervised experience in psychological practices in an industrial setting. (Credit: variable)

PSYC 559
**Industrial Psychology Internship II**
Supervised experience in psychological practices in an industrial setting. (Credit: Variable)

PSYC 561
**Applied Counseling Techniques: Group Counseling**
Methods and techniques in the group counseling process including group facilitation and leadership. Provides a theoretical and experiential understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society with an emphasis on working with persons with disabilities within a family/systems framework.
Prerequisite(s): [(PSYC 523*)] An asterisk (*) designates a course which may be taken concurrently.
(3-0-3)

PSYC 562
**Job Placement**
Techniques of job development, job analysis, job placement, job seeking skills and follow-up. Includes affirmative action, manpower, and legislative programs involving job placement of special groups.
(3-0-3)

PSYC 563
**Human Growth & Career Development**
Presentation and discussion of human growth and career development theories across life span with special emphasis on persons with disabilities. Includes the nature and needs of persons at all developmental levels and in multicultural contexts with specific focus on biological bases of behavior, learning and personality development, transitioning, career decision making, and the family/system influences on vocational choice.
(3-0-3)

PSYC 564
**Rehabilitation & Mental Health Counseling Research Seminar**
The primary objective of this course is to help students become familiar with rehabilitation and mental health counseling research, acquire the basic knowledge and skills for designing and conducting applied research, and develop a preliminary research proposal for their research project. A secondary purpose is to teach students to critically evaluate rehabilitation and mental health counseling research in order to inform evidence-based practice. Includes an overview of various research designs, data analysis techniques, and the use of SPSS for statistical analysis as well as principles and models of program evaluation and the use of findings to effect program modifications.
(3-0-3)

PSYC 566
**Addictive Behaviors**
A review of theoretical models of addiction from sociological, biological, and psychological perspectives. Critical examination of research methodology and clinical approaches. Emphasis on alcohol and drug abuse. Also covers substance abuse in special populations and other addictive behaviors.
(3-0-3)

PSYC 571
**Seminar in Quantitative Psychology**
Presentation and discussion of advanced topics in quantitative psychology. Specific content will vary from year to year. Topics such as factor analysis, multidimensional scaling, etc., will be discussed. May be taken more than once. Instructor permission required.
Prerequisite(s): [(PSYC 554)]
(3-0-3)

PSYC 573
**Psychosocial Bases: Disability & Behavior**
Presentation and discussion of psychological and social issues of disability and human behavior. Somatopsychology, field integrative theories and psychological aspects of disabilities. Consent of instructor
(3-0-3)

PSYC 575
**Adult Career Development & Vocational Behavior**
Presentation and discussion of impact of disabilities on adult career development. Vocational development theories, occupational information and analysis, career counseling and research methodology. Instructor permission required.
(3-0-3)

PSYC 576
**Research in Rehabilitation & Mental Health Counseling**
This course teaches students to develop a preliminary research proposal for a research project based in areas of rehabilitation and mental health counseling. This course also prepares students for designing research investigations, collecting data sets, utilizing data analytic techniques, and interpreting empirical research.
Prerequisite(s): [(PSYC 564)]
(3-0-3)

PSYC 577
**Professional & Ethical Issues in Rehabilitation Counseling Psychology**
Presentation and discussion of issues related to professional and ethical practice in rehabilitation counseling psychology. History and philosophy of rehabilitation, professional and ethical standards, concerns in rehabilitation assessment, counseling, placement and independent living. Instructor permission required.
(3-0-3)

PSYC 578
**Rehabilitation & Mental Health Counseling Internship I**
Supervised experience in rehabilitation and mental health counseling, which is intended to reflect the comprehensive work experience of a professional counselor. Students are provided the opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service, and staff meetings).
Prerequisite(s): [(PSYC 549)]
(Credit: Variable)

PSYC 579
**Rehabilitation & Mental Health Counseling Internship II**
Supervised experience in rehabilitation and mental health counseling, which is intended to reflect the comprehensive work experience of a professional counselor. Students are provided the opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service, and staff meetings).
Prerequisite(s): [(PSYC 549)]
(Credit: Variable)
PSYC 580  Seminar in Leadership
Reviews models and theories of leadership that cover group dynamics, power, influence, and conflict management as well as issues of diversity and gender. The focus is on research and practical issues in understanding leadership and its effectiveness. Requires certification as K-12 teacher or approval of instructor.
Prerequisite(s): [PSYC 556]
(3-0-3)

PSYC 581  Neuropsychological Assessment
Seminar in neuropsychological assessment. A review of neuroanatomy followed with a review of the conceptual foundations of brain-behavior relationships. Major assessment instruments will be covered.
(3-0-3)

PSYC 582  Applied Psychophysiology & Biofeedback
Reviews applications of physiological measures to practical problems. Clinical applications of biofeedback are discussed and demonstrated. Special emphasis on electromyographic techniques.
(3-0-3)

PSYC 583  Rehabilitation Engineering Technology I: Survey of Interdisciplinary Application of RET
An overview of Assistive Technology (AT) used by people with disabilities. Includes contact with local AT sites, consumers and practicing professionals. Reviews specific AT applications for communication, mobility and control; national and local AT resources; and economics of AT development, marketing and service delivery. Design, engineering, and architectural issues relevant to people with disabilities are introduced. Instructor permission required.
(3-0-3)

PSYC 584  Rehabilitation Engineering Technology II: Access to Independence Through Assistive Technology
Seminar designed for deeper exploration of Assistive Technology issues introduced in PSYC 583. Special focus on accessibility issues, technology outreach and awareness training; additional topics are chosen to reflect the specific interests of students in the class. Buildings are surveyed using ADAAG criteria for accessibility. Prerequisite(s): [PSYC 583]
(3-0-3)

PSYC 585  Rehabilitation Engineering Technology III
Seminar designed to accompany and enhance practical RET experiences, such as concurrent internship, employment or approved projects involving RET/AT applications. Case presentations of technology for independent living, issues of quality of outcome, alternatives/appropriateness of technology solutions, ethics, emotional aspects of technology acquisition, independence/dependency and barriers to acquiring and deployment of AT are discussed. Prerequisite(s): [PSYC 583 and PSYC 584]
(3-0-3)

PSYC 586  Concepts of Supervision
Explores formulations of the supervisory relationship and critical issues in the supervision of clinicians.
(3-0-3)

PSYC 588  Graduate Psychology Seminar
Reports and discussion of current problems and issues in psychology.
(3-0-3)

PSYC 589  Rehabilitation Internship III
Supervised experience in rehabilitation counseling. (Credit: Variable)
Prerequisite(s): [PSYC 549]
(3-0-3)

PSYC 590  Psychiatric Rehabilitation
Class covers a wide range of topics including a review of the disease and disability models of mental illness, skills training components in treatment, incentive strategies for participants, transfer of learned skills to other situations, and cognitive rehabilitation strategies.
(3-0-3)

PSYC 591  Research & Thesis M.S.
Instructor permission required.
(3-0-3)

PSYC 592  Special Projects
Instructor permission required.
(Credit: Variable)

PSYC 593  Research & Thesis Ph.D.
Instructor permission required.
(3-0-3)

PSYC 594  Compensation & Benefit Application
Compensation and benefit application.
(Credit: Variable)

PSYC 595  Thesis Ph.D.
Research and thesis for Ph.D. students who are required to complete a thesis equivalent project. Instructor permission required.
(Credit: Variable)

PSYC 597  Special Problems
Instructor permission required.
(3-0-3)

PSYC 598  Clinical Internship
Ph.D. Comprehensive Exam Participation in full-time internship accredited by the American Psychological Association, or, in exceptional cases, approved by the clinical Psychology program. Approval of dissertation proposal and instructor permission required.
(3-0-1)

PSYC 600  Continuation of Residency
Continuation of residency.
(0-0-1)

PSYC 690  Compensation & Benefit Application
Compensation and benefit application.
(1.5-0-1.5)

PSYC 710  Multilevel Data Analysis
Review of statistical methods for analysis of data at multiple levels of aggregation, such as individual and group-level phenomena. The course will cover conceptual issues, statistical models, and data analysis using computer software.
(3-0-1.5)
PSYC 712
Bayley Scales of Infant Development
Bayley Scales of Infant Development.
(3-0-1)

PSYC 714
Assessment Centers
This course will develop the knowledge and skills needed for the design and implementation of assessment centers and other individual assessment methods.
(1.5-0-1.5)

PSYC 715
Organizational Assessment & Planning
This short course focuses on various processes and tools used in organizations to assess effectiveness, establishing priorities, and creating plans of action for change. Topics include the strategic planning process and the development and use of assessment tools such as organizational surveys and focus groups. Requires basic knowledge of statistics.
(1.5-0-1.5)

PSYC 716
Base Pay Management
This course provides an in-depth discussion of the principles, design, implementation and evaluation of an employee base-pay program. Topics include concepts for determining market position using salary surveys, the design of base pay structures, principles of merit pay, and the ongoing management of base pay programs.
(1.5-0-1.5)

PSYC 717
Variable Pay Programs
This course provides an in-depth review of variable pay programs within organizations, including incentives, recognition programs and team-based pay. Organization-wide, organizational unit, and individual programs will be discussed in terms of plan design, implementation and evaluation.
(1.5-0-1.5)

PSYC 719
Fundamentals of Employee Benefits Programs
This course will address all aspects of employee benefits programs including government regulations, health and welfare plans, retirement plans and pay for time not worked. Case studies will be used to model real-life situations encountered by Human Resources professionals.
(1.5-0-1.5)

PSYC 720
Individual Assessment for Industrial/Organizational Psychology
This course is designed to teach students how to assess individuals for hire, promotion, and development. Students will develop a testing protocol including a structured interview, cognitive ability, and personality testing. The course will provide applied experience conducing assessments of executives who have volunteered to serve as testing subjects. Interviewing skill, test interpretation, and report writing are the primary learning objectives of the course.
(1.5-0-1.5)

PSYC 721
Network Analysis
Network analyses focuses on relationships between social entities (e.g. individuals, groups, businesses) and has been used in a number of fields including the social and behavioral sciences. The primary focus will center on social network analysis, which has been developed from an interdisciplinary approach from sociology, psychology, and economics. This course will present an introduction to various methods and concepts of social network analysis including applications in the social and behavioral sciences using these methods. Topics include, but are not limited to, graph theory, properties of individuals, subgroups/cliques, blockmodels, and dyad/triad analysis. An introduction to network models and applications in common software programs will also be given.
Prerequisite(s): [(PSYC 545 and PSYC 546)]
(1.5-0-1.5)

PSYC 722
Consulting Fundamentals
The course will focus on identifying customer groups, developing products or services, pricing, proposal writing, and ethics in consulting.
(1.5-0-1.5)

PSYC 782
Assistive Technology for Counselors
Intensive one-week overview of Assistive Technology with a focus on vocational applications. Includes visitations to working assistive technology sites, and lectures by consumers and specialists (including several of national prominence) in various areas of AT. Instructor permission required.
(1.5-0-1.5)

PSYC 783
Vocational Applications of AT
Internet based distance class designed to follow PSYC 782 and further develop the student’s knowledge of AT and the skill in applying AT to solve practical problems for persons with disabilities. Applies knowledge AT service delivery presented in PSYC 782 to issues in the student’s local region. Identifies AT needs of persons with disabilities and weaknesses, strengths, and gaps in local region’s AT service delivery, with emphasis on vocational applications. Instructor permission required.
(1.5-0-1.5)

Undergraduate Courses Available to Graduate Students
Note: Students may take up to an approved number of the following courses.

PSYC 406
History and Systems of Psychology

PSYC 409
Psychological Testing

PSYC 410
Psychological Testing

PSYC 411
Psychological Testing

PSYC 412
Psychological Testing

PSYC 414
Neural and Biological Bases of Behavior

PSYC 420
Single Subject Design and Applied Behavior Analysis
Psychology

PSYC 426
Cognitive Processes

PSYC 431
Measurement of Attitudes

PSYC 435
Early Development

PSYC 436
Early Development

PSYC 449
Practicum in Rehabilitation Services

PSYC 452
Personality Theory

PSYC 456
Engineering Psychology