

and family counseling are discussed. Emphasis is placed on increasing diagnostic and therapeutic skills with deaf and hard of hearing children in the educational setting who are developing oral language skills. The lecture portion of this course is designed to provide a framework for students to increase their knowledge base. Students reflect on and discuss cases, issues, and procedures relevant to use of an auditory-oral approach in intervention with deaf and hard of hearing children.

*Prerequisite: SLH 502 or permission of instructor.*

**SLH 619**

**MEDICAL SPEECH-LANGUAGE PATHOLOGY**

3 credits\*\*\*

This course introduces the graduate student in speech-language-hearing science to medical speech pathology as it is practiced in the acute care setting. The student will be introduced to the five major service areas in the acute care setting that interface most commonly with Speech-Language Pathology Services. Those areas are: Neurology, Radiology, Trauma/Neurosurgery, ENT, and Medicine. The information necessary to interact with these services and treat their patients will be provided. The student will also have the opportunity to do site visits, prepare a detailed case study that will be presented in class, submit a research paper in a selected service area, and spend an entire workday with a neurologist and an ENT during office hours. A written structured reflection on that experience will be required.

*Prerequisite: SLH 306 or SLH 506, and SLH 513 and SLH 520 or permission of instructor.*

**SLH 622**

**APPLIED INSTRUMENTATION IN SPEECH-LANGUAGE PATHOLOGY**

3 credits\*\*\*

This course focuses on the pros and cons of instrumentation in Speech-Language Pathology (SLP). Current instrumentation commonly used in the evaluation and treatment of swallowing, voice, and speech disorders will be closely reviewed. A comprehensive review of clinical and theoretical research will be conducted to understand the clinical benefits and disadvantages of instrumentations. The instruments being discussed will be available for hands on experience to further enhance comprehension of their applications. The following instruments will be included: Electrical Stimulators (VitalStim), Surface Electromyography (sEMG), Modified Barium Swallow Study (MBS), Fiberoptic Endoscopic Evaluation of Swallowing (FEES), Fiberoptic Endoscopic Evaluation of Swallowing and Sensory Testing (FEESST), Computer Speech Lab (CSL), and Videostroboscopy. Emphasis will be given to the instrumentation's purpose, application, risk and management, disinfection, and proper maintenance.

*Prerequisites: SLH 306 or SLH 506, and SLH 515 and SLH 520 or permission of the instructor.*

**SLH 630**

**SEMINAR IN COMMUNICATION DISORDERS**

3 credits\*\*\*

Various topics in human communication disorders are explored. Students may re-enroll for a maximum of 12 credits.

**SLH 635**

**INTEGRATIVE CAPSTONE IN COMMUNICATION DISORDERS**

3 credits

This seminar course is designed as a comprehensive integration and analysis of the field of speech-language pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical

research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations.

*Prerequisite: SLH 502, SLH 511, SLH 514, SLH 515, SLH 518, SLH 527, SLH 616, and permission of the Program Director*

**SLH 640**

**THESIS RESEARCH IN COMMUNICATION DISORDERS \*\*\***

3 credits

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination.

*Prerequisite: SLH 518 and permission of faculty member and Program Director. Students may re-register for this course until completion of thesis.*

\*\*\* SLH elective

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## DOCTOR OF PSYCHOLOGY (PSY.D.) IN CLINICAL PSYCHOLOGY

### Faculty

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Program Director

Kelly McClure, Ph.D.

Director of Clinical Training

Randy Fingerhut, Ph.D.

Director, La Salle University Community Center for Counseling and Psychological Services: Kathleen Murphy-Eberenz, Ph.D.

Faculty

Professors: Burke, Rooney

Associate Professors: Armstrong, Collins, Falcone, Fingerhut, Montague, Smith

Assistant Professors: Block-Lerner, Cardaciotto, McClure, Moon, Spokas, Williams, Wilson, Zelikovsky

Core Adjuncts: Gallagher, Gold, Loving, Mattei, Ruchinskas, Walker

### Description of Program

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The APA-accredited program leading to the Doctor of Psychology (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in psychology, or a related field, or for those students who hold a master's degree in a mental health discipline. It is a five-year, full-time program that has a partial part-time option that allows two levels of the program to be completed over four calendar years for a maximum time frame of seven years from entry to degree completion. The program follows the practitioner-scientist model of training clinical psychologists, and, as such, an intensive integration of theory, research, and practice is stressed throughout the entire course of study.

The program requires the completion of a practicum progression and a full-year clinical internship. It also requires the completion of the Clinical Dissertation, a qualitative or quantitative research project that addresses an important original question of relevance to the practice of clinical psychology.

The program emphasizes the integration of science and practice, actively promotes an evidence-based approach to the practice of clinical psychology, and acknowledges and incorporates issues of human diversity throughout the curriculum. The program offers four areas of concentrated study for students with particular career interests: 1) General Clinical Practice, 2) Clinical-Child and Family Psychology, 3) Clinical Health Psychology, and 4) Sport-Performance Psychology.

### Admission Requirements

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The program is seeking applicants who have the academic, personal, and professional qualifications that would make them outstanding prospects toward becoming ethically sensitive, well-informed, and highly competent practitioners. They should possess high academic aptitude and a demonstrable pattern of interest and personal qualifications that would enable them to function effectively in working with problems of individuals, families, and social systems. Applicants with a bachelor's degree and excellent undergraduate credentials or a master's degree in psychology or a related mental-health discipline will be given full consideration.

To be accepted into the program, the following documentation is required:

- Evidence of an earned baccalaureate degree from an accredited institution with a major in psychology or a related discipline. Those entering with a B.A. must have a minimum grade-point-average of 3.2 on a 4.0 scale; those with an M.A., a 3.5. The record should show the completion of at least 18 hours in psychology with particular reference to General Psychology, Developmental Psychology, Personality, Statistics, Research Methods, and Tests and Measurements (Students lacking these required courses will be required to complete them prior to matriculation).
- Acceptable scores on the Graduate Record Examination, including verbal, quantitative, and writing portions of the GREs. Those entering with a bachelor's degree must also submit the Graduate Record Examination Advanced Psychology scores. Only students with a completed M.A./M.S. in psychology can request that the GRE subject section be waived.
- Three letters of recommendation from professors or supervisors familiar with the academic/professional and personal qualifications of the applicant.
- A statement of interest and intent indicating the applicant's reasons for applying to the Psy.D. program.
- The Application for Admission form, accompanied by the stipulated fee payable to La Salle University.
- Foreign students must present an acceptable TOEFL score and all international academic credentials must be reviewed by WES.
- A personal interview will be required for all finalists.

**The Application for Admission may be obtained by contacting:**

Doctor of Psychology Program, Box 842  
 La Salle University  
 Philadelphia, PA 19141  
 Phone: 215.951.1350  
 Fax: 215.951.5140  
 E-mail: psyd@lasalle.edu

### Transfer Credit

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Students who have completed graduate work in psychology or a closely related discipline may have up to 18 credits of foundations course work transferred. Only foundation courses will be considered for transfer. Under no circumstances will clinical skills courses be eligible for transfer. Courses that can be considered for transfer are: Social Psychology, Developmental

Psychology, Personality and Individual Differences, Cognitive Psychology, Psychological Measurement, and Statistical Analysis and Research Methodology. Credit may be awarded for previous course work in these areas that meet the program's equivalency criteria with regard to course content and competency level. Students must submit written requests for transfer prior to beginning class in Level I and include syllabi and any other supporting documentation. Faculty will evaluate the syllabi/documentation submitted and will recommend transfer if the previous course overlaps with the La Salle University course syllabus by 80 percent, and the student passes the appropriate part of the foundations examination given to doctoral students. Decisions in this regard will be made on a case-by-case basis.

### Tuition and Fees 2009-2010

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Application fee . . . . .	\$40
Tuition, per credit hour . . . . .	\$775
General University Fee, per semester . . . . .	\$85

### Tuition Assistance

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A limited amount of tuition-reduction funding is available for full-time students enrolled in the first level of the program. To qualify, students must contact the financial aid office and apply for federally funded work-study (through submission of a FAFSA form). While students do not have to accept an offer for work-study, this process allows the Psy.D. Program to verify financial need. Students who qualify for work-study thus also qualify for consideration for the limited tuition-reduction funding available in the first year of the program.

### Financial Aid

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Information about additional sources of financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

### Other Financial Aid Resources

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A.P.A.'s Student Financial Aid Pages and Peterson's Web site contain information about how to finance your advanced degree, including loans, grants, employment on campus, and off-campus jobs.

### Degree Requirements

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Upon satisfactory evaluation by the faculty (SPEC\*), the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

1. 114 graduate credits of course work as designated.
2. The Comprehensive Examination, Parts I, II, and III (See Student Handbook for details)
3. The Practicum Progression
4. The Clinical Internship
5. The Clinical Dissertation

\* SPEC is an acronym for Student Progress Evaluation Conference, a meeting of all program faculty that meets periodically to review student progress.

## Progression Through the Program

In its entirety, the program is 114 graduate credits—75 credits of required courses shared by all students, 12 credits specific to the chosen area of concentration, 12 practicum credits (minimum), six dissertation credits (minimum), and nine clinical internship credits.

Students choose a concentrated area of study as they progress through the program. From a solid foundation in the basic competencies in clinical psychology, the program offers four concentrations: General Practice, Clinical-Child and Family Psychology, Clinical Health Psychology, and Sport-Performance Psychology. In each concentration area, the student is first provided with the essential foundation material upon which clinical practice is based and then moves to sequential instruction and training in a range of assessment and intervention modes specific to the particular concentration. Students choosing to follow one of these concentrated areas of study will complete their Doctoral Practicum II in a site appropriate for their concentration and will complete their Clinical Dissertation in their chosen concentration. The program requires the completion of a practicum progression and full-year clinical internship (see Psy.D. Student Handbook for details).

The practicum progression is designed to provide the student with both depth and breadth of experience. Each student will be expected to gain experience with a range of roles, settings, populations, clients, clinical problems, and techniques. This is accomplished in clinics, hospitals, and other community agencies of the richly diverse greater Philadelphia metropolitan area, as well as in our own community clinic (i.e. La Salle University Community Center for Counseling and Psychological Services). Prior to external practica, students have a “pre-practicum” experience during their first level in the program. This experience is through direct client assessments (as part of the required assessment courses) at the Assessment Lab and at the La Salle University Community Psychological Services at Good Shepherd Hall. The practicum progression is ordinarily a two-tiered experience with slight variations built in for students in each concentration area. The two externships share the same structure and requirements, except that the second level requires progressively more sophisticated skills and may encompass a wider variety of clinical activities. All students will complete at least two years of externship training within the program and may choose an optional third externship year. During the entire practicum training experience, in addition to external placements, students will see clinical cases at the Good Shepherd Hall Clinic and will participate in weekly clinic team meetings in which they will receive supervision, support, and guidance from clinical faculty and peers.

The clinical internship is a one-year, full-time (or two-calendar-year, part-time) experience that may be undertaken after the student has successfully completed the first four levels of the program, including all practica and Comprehensive Examination Parts I, II, and III, has successfully defended the Clinical Dissertation proposal, and has been approved by the clinical training committee. The clinical internship is an intensive training experience requiring 36 to 40 hours of service a week over one year or 18 to 20 hours a week over two years in a clinical setting. Detailed procedures and requirements for the clinical internship are provided in the Clinical Training Manual.

The program requires the completion of a Clinical Dissertation that addresses an important original question of relevance to the practice of psychology. It is a training experience designed to provide the student with a guided opportunity for integrating and interpreting findings from existing empirical research as well as designing and carrying out a project demonstrating scholarship in addressing a clinically relevant psychological issue.

Effective January 1, 2007, all APA-accredited programs must disclose education/training outcomes and information allowing for informed decision making to prospective doctoral students. This information can

be found at [http://www.lasalle.edu/admiss/grad/doc\\_psych/doc\\_psych\\_student\\_stats.swf](http://www.lasalle.edu/admiss/grad/doc_psych/doc_psych_student_stats.swf).

## Psy.D. Curriculum

### Courses Required of All Students (75 hours)

- PSY 700 (3)** Psychotherapy I: Individual Approaches
- PSY 701 (3)** Biological Bases of Behavior
- PSY 702 (3)** Foundations of Psychotherapy: Mechanisms of Change and the Therapeutic Process
- PSY 703 (3)** Human Behavior IV: Social Bases
- PSY 704 (3)** Psychopathology I: Adult Psychopathology
- PSY 705 (3)** Psychotherapy II: Group and Systemic Approaches
- PSY 706 (3)** Interviewing and Psychotherapy Lab
- PSY 707 (3)** Psychopathology II: Child and Adolescent Psychopathology
- PSY 708 (3)** Human Behavior I: Developmental Bases
- PSY 709 (3)** Psychological Assessment I: Cognitive Assessment
- PSY 710 (3)** Psychological Assessment IV: Integrative Battery
- PSY 711 (3)** Human Diversity
- PSY 713 (3)** Human Behavior II: Cognitive Psychology
- PSY 714 (3)** Human Behavior III: Personality and Individual Differences
- PSY 724 (3)** History and Systems of Psychology
- PSY 730 (3)** Psychological Assessment II: Personality and Behavioral Assessment—Objective Approaches
- PSY 731 (3)** Psychological Assessment III: Personality Assessment—Projective Approaches
- PSY 740 (3)** Advanced Cognitive Behavior Therapy: Theory and Application
- PSY 750 (3)** Psychopharmacology
- PSY 770 (3)** Psychological Measurement and Statistical Analysis
- PSY 771 (3)** Research Methodology
- PSY 784 (3)** Consultation and Education
- PSY 785 (3)** Introduction to Professional Practice, Ethics, and Conduct
- PSY 787 (3)** Supervision and Management
- PSY 792 (3)** Professional Ethics

### General Clinical Practice (12 hours)

- PSY 741 (3)** Advanced Seminar in Psychotherapy and Clinical Practice
- Clinical Elective (3)**
- Clinical Elective (3)**
- Clinical Elective (3)**

### Clinical-Child and Family Psychology (12 hours)

- PSY 719 (3)** Psychological Assessment of Children and Adolescents I
- PSY 753 (3)** Pediatric Psychology
- PSY 762 (3)** Advanced Seminar in Clinical Child and Family Psychology
- PSY 765 (3)** Child and Adolescent Psychotherapy

### Clinical Health Psychology (12 hours)

- PSY 751 (3)** Clinical Health Psychology I
- PSY 752 (3)** Clinical Health Psychology II
- PSY 753 (3)** Pediatric Psychology
- PSY 757 (3)** Neuropsychological Assessment I

### Sport-Performance Psychology (12 hours)

- PSY 732 (3)** Theory and Research in Sport and Performance Psychology
- PSY 733 (3)** Principles and Professional Practice of Sport and Performance Psychology
- PSY 734 (3)** Consulting and Counseling in Sport and Performance Psychology
- PSY 743 (3)** Clinical Hypnosis

### Doctoral Practicum (12 hours)

- PSY 782 (3)** Doctoral Practicum I/ Practicum Seminar I
- PSY 783 (3)** Doctoral Practicum I/ Practicum Seminar I
- PSY 788 (3)** Doctoral Practicum II/ Practicum Seminar II
- PSY 789 (3)** Doctoral Practicum II/ Practicum Seminar II
- PSY 794 (3)** Doctoral Practicum III/ Practicum Seminar III (OPTIONAL)

**PSY 795 (3)** Doctoral Practicum III/ Practicum Seminar III (OPTIONAL)

### Clinical Dissertation

- PSY 772 (3)** Clinical Dissertation Seminar I: CD Initiation  
**PSY 773 (3)** Clinical Dissertation Seminar II: CD Manuscript Preparation  
**PSY 774 (3)** Clinical Dissertation Seminar III: CD Completion (if necessary)

### Clinical Internship

- PSY 800, 801, 802 (9)** Clinical Internship (full-time)  
**PSY 870, 871, 872 (6)** Clinical Internship (part-time)  
**PSY 873, 874, 875 (3)** Clinical Internship (part-time)

### Course Descriptions

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#### PSY 700

##### PSYCHOTHERAPY I: INDIVIDUAL APPROACHES

A first course in psychological treatment designed to provide the student with an understanding of foundational knowledge and skills required for provision of effective evidence-based psychological treatment to individuals. Students will be exposed to the range of approaches to individual psychotherapy utilized in contemporary clinical practice, with particular attention and emphasis given to behavioral, cognitive-behavioral, and other empirically supported models of psychotherapy. Issues of diversity in clinical practice will be considered throughout.

#### PSY 701

##### BIOLOGICAL BASES OF BEHAVIOR 3 credits

This course will focus on an examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. The course will examine basic aspects of functional neuro-anatomy and brain-behavior relationships. Models of mind, consciousness, and cortical functioning will also be explored.

#### PSY 702

##### FOUNDATIONS OF PSYCHOTHERAPY: MECHANISMS OF CHANGE AND THE THERAPEUTIC PROCESS

A clinical skills course that will examine psychotherapy as a change agent. The empirical foundations of psychotherapy will be addressed with an emphasis on practice implications of current therapy research on readiness for change, efficacy, and effectiveness, client-therapist variables, and the therapeutic relationship. In addition, consideration will be given to issues relating to matching clients to therapy type, as well as the theoretical, empirical, and practical consideration of essential mechanisms of change in psychotherapy. The role of spirituality and its impact on the therapeutic process will also be addressed.

#### PSY 703

##### HUMAN BEHAVIOR IV: SOCIAL BASES

An examination of the theories and research in social psychology with particular reference to multicultural issues and their relevance to mental health models and psychological practice.

#### PSY 704

##### PSYCHOPATHOLOGY I: ADULT PSYCHOPATHOLOGY 3 credits

This course will explore the major categories of adult psychological disorders. Theory and research regarding symptomatology, etiology, maintaining factors, and diagnostic issues will be examined in detail. Students will receive an introduction to the use of the DSM-IV.

#### PSY 705

##### PSYCHOTHERAPY II: GROUP AND SYSTEMIC APPROACHES

A continuation of PSY 700 with the course focus being on those intervention models and techniques appropriate for working with groups, couples, and families. While students will be exposed to a wide variety of intervention approaches seen in contemporary clinical practice, the course will emphasize those models having demonstrated empirical support.

*Prerequisite:* PSY 700

#### PSY 706

##### INTERVIEWING AND PSYCHOTHERAPY LABORATORY

A laboratory course designed to develop basic diagnostic and interviewing proficiency. In addition, basic relational and intervention skills essential to establishing an effective therapeutic alliance and promoting behavioral change will be discussed and practiced.

#### PSY 707

##### PSYCHOPATHOLOGY II: CHILD AND ADOLESCENT PSYCHOPATHOLOGY

A second course in psychopathology looking at psychological disorders found in childhood and adolescence. Issues of etiology, symptomatology, diagnosis, prevention, treatment and impact on systems over the life span will be discussed. Emphasis will be placed on contemporary issues and diversity. Students will be introduced to the DSM and related diagnostic systems for disorders of childhood and adolescence.

*Prerequisite:* PSY 704

#### PSY 708

##### HUMAN BEHAVIOR I: DEVELOPMENTAL BASES 3 credits

This course examines how developmental pathways are shaped by the interaction of biological (e.g., genetics) and environmental factors. We explore various theoretical frameworks for the study of development, with an eye toward those that have received empirical support. Particular attention is paid to the ways that developmental processes are similar and dissimilar across various sociocultural groups, and to the clinical implications of such processes.

#### PSY 709

##### PSYCHOLOGICAL ASSESSMENT I – COGNITIVE ASSESSMENT 3 credits

This course provides students with basic competencies in the selection, administration, scoring, and interpretation of individually administered tests of intelligence and achievement. The Wechsler scales will be highlighted. Issues of theory, research, clinical utility, and ethics are addressed. Special attention will be given to issues relating to culturally sensitive assessment methodology.

*Co-requisite:* PSY 770

#### PSY 710

##### PSYCHOLOGICAL ASSESSMENT IV: INTEGRATIVE ASSESSMENT BATTERY

This course will provide for focused study and experience integrating psychological tests and test batteries. Particular focus will be on writing professional reports specific to a variety of clinical settings and in cross-validating psychological assessment results with interview and other available data.

*Prerequisites:* PSY 709, 730, and 731

**PSY 711**

HUMAN DIVERSITY

This course will provide students with the knowledge needed to be clinically sensitive therapists able to work with a range of individuals from diverse backgrounds.

This course has two parts: 1) multicultural diversity and 2) individual diversity. In the first part of the course, we will cover cultural differences and how they relate to the diagnosis of psychopathology and what we consider “normal” versus “abnormal.” We will explore how cultures differ on important clinical issues such as violence, suicide, expression of emotions, and childrearing, among many others. Practical implications, the APA’s guidelines for multicultural competency, and some multicultural therapy approaches will be presented. The second part of the course will be a discussion of the other ways individuals are diverse and therefore can be treated unfairly in our society. We will spend time examining society’s acceptance, views, and treatment of individuals who are considered diverse, or would be considered minorities, because of their gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions. Our role as psychologists in assisting those in need and the importance of social activism will be explored. Practical implications for successful therapy with diverse individuals will be discussed. Finally, we will discuss the importance of therapists’ acknowledgment of their own biases and how these biases can influence the therapeutic process if not addressed.

**PSY 713**

HUMAN BEHAVIOR II: COGNITIVE PSYCHOLOGY

This course provides students with the empirical and theoretical foundations of contemporary cognitive psychology. Topics include attention, perception, memory, knowledge representation, and structure, consciousness and metacognition, imagery, language, reasoning, decision making, and emotion. Attention will also be given to how cognitive processes may change with aging, be compromised in certain disorders, or vary within gender and culturally diverse groups.

**PSY 714**

HUMAN BEHAVIOR III: PERSONALITY AND INDIVIDUAL DIFFERENCES

This course will involve an exploration of historical and contemporary models for understanding human personality. The focus in this course will be an in-depth examination of the range of major theoretical models that explain and describe human behavior and differences between individuals. Socio-cultural differences in behavior will be given careful attention throughout the course. Attention to both categorical and dimensional models of personality will be examined. In addition, the application of personality theories and research in clinical assessment and psychotherapy will be addressed; in particular, there will be a detailed exploration of personality disorders in terms of both DSM-IV-TR diagnostic criteria and underlying psychopathology.

**PSY 719**

PSYCHOLOGICAL ASSESSMENT OF CHILDREN AND ADOLESCENTS

3 credits

This is a skills course in which the student will become familiar with psychological assessment principles, tools, and practice with children and adolescents. The student will be given training in the selection, administration, scoring, and interpretation of a variety of measures appropriate to children and adolescents. Students will then learn procedures for effectively utilizing these measures with the individual assessed, family, school, and other significant elements of the child’s world.

*Prerequisite* PSY 709, 730, and 731

**PSY 720**

PSYCHOLOGICAL ASSESSMENT OF CHILDREN AND ADOLESCENTS II

This course is a continuation of PSY 719 in which the student will extend their knowledge, proficiencies, and skills in psychological assessment with this population.

*Prerequisite* PSY 719

**PSY 724**

HISTORY AND SYSTEMS OF PSYCHOLOGY

This course provides the student with knowledge about and understanding of the development of psychology as a science and profession. Three general topic areas are examined: psychology’s historical roots in philosophy, natural science, and national cultures; the work of the early psychologists; and the development of various “systems” or “schools” of psychology in the 20th century.

**PSY 730**

PSYCHOLOGICAL ASSESSMENT II: PERSONALITY AND BEHAVIORAL ASSESSMENT--OBJECTIVE METHODS

3 credits

This course will focus on theory and practice of personality and behavioral assessment. The student will be given training in the administration, scoring, and interpretation of several of the more widely used measures of personality and behavioral/emotional functioning (MMPI-II, MMPI-II-RF, MMPI-A, PAI, MCMI-III, BDI, etc.). Ethical and cultural issues related to this approach to assessment will also be highlighted.

*Prerequisite*: PSY 709

**PSY 731**

PSYCHOLOGICAL ASSESSMENT III: PERSONALITY ASSESSMENT--PROJECTIVE METHODS

A second course in the theory and practice of personality assessment, this course will focus on the theory, administration, scoring, interpretation, and clinical uses of major projective techniques with an emphasis on the Rorschach.

*Prerequisite*: PSY 709 and 730

**PSY 732**

THEORY AND RESEARCH IN SPORT AND PERFORMANCE PSYCHOLOGY

This course will focus on the development of a thorough understanding of fundamental principles and current research in applied sport psychology. Social, cognitive, affective, and behavioral factors in athletic performance and participation will be covered. Students will develop a thorough grounding in current concepts and issues in applied sport psychology. Topics such as motivation, team cohesion, anxiety-performance relationship, stress and coping in athletic populations, and psychological preparation/mental skills training for enhanced athletic performance will also be covered.

**PSY 733**

PRINCIPLES AND PROFESSIONAL PRACTICE OF SPORT AND PERFORMANCE PSYCHOLOGY

This course will focus on the development of an in-depth understanding of the principles and practices of human performance enhancement by the utilization of psychological interventions in both individual and group (team) settings. Students will develop proficiency in the selection, development, and implementation of psychological interventions based on current theory and research. Mental skills training techniques, such as guided imagery, goal setting, self-instructional training, mental practice, pre-competitive routine development, and arousal/intensity regulation, as well as issues, techniques, and instrumentation in psychological testing in applied sport psychology, will be of prime focus. Issues relating

to performance enhancement with specialized populations such as the performing arts, military, corporate, professional, and elite sports, etc., will be covered in depth. Ethical issues in the practice of applied sport psychology, as well as gender issues, considerations in working with diverse groups, and special needs of challenged populations will also be addressed.

**PSY 734**  
COUNSELING AND CONSULTING IN SPORT AND PERFORMANCE PSYCHOLOGY

This course will focus on the development of both theoretical understanding and technical proficiency in counseling and consulting issues inherent in sport and performance psychology. This course will focus on an in-depth exploration of both theory and technique in counseling student athletes and elite performers, as well as the theory and practice of life skills program development and implementation. In addition, issues and procedures in the assessment and treatment of clinical issues often seen in the athletic-performance domain, such as anxiety, depression, eating disorders, psychological reaction to injury, substance abuse, impulse control disorders, etc., will also be covered. Special focus will be given to the recognition and assessment of clinical issues often at the heart of performance concerns. In addition, special attention will be given to the psychological needs and issues inherent in youth sports.

**PSY 735**  
SPORT AND EXERCISE SCIENCE

This course provides students an overview of major body systems, acute and chronic responses to exercise, training and over-training, and environmental effects of those systems and responses. This course will also provide students a comprehensive overview of fundamental principles and concepts in sports medicine, including biomechanical principles and analysis, sports nutrition, and psychological aspects of sport injury and rehabilitation. Mechanisms of sports injuries and principles and issues involved in treating and rehabilitating injury are carefully addressed. Special attention is given to medical/physiological issues and concerns with regard to children in sport, the female athlete, and those with challenging medical/physical realities.

**PSY 736**  
EXECUTIVE COACHING AND ORGANIZATIONAL CONSULTING

This course will focus on theory, research, and practice of executive coaching and consulting as a vehicle for enhancing performance in a variety of individual and organizational settings. Emphasis will be placed on distinguishing clear roles and responsibilities of coaches and consultants and will discuss in detail issues relating to ethical and professional practice in this area. Special issues in working with high performing individuals and teams will be carefully considered. In addition, a discussion thread throughout the course will be the role of gender and socio-cultural differences and their impact on performance expectations and opportunities through the life span.

**PSY 737**  
MOTOR LEARNING AND DEVELOPMENT

This course provides students an overview of the fundamental skills development that individuals incorporate in order to engage in motor activities. Various theoretical approaches to motor development and learning are also addressed. Principles of control and accuracy with relation to motor ability will be discussed. The importance of integration and application of motor development, learning, and control to sport and exercise domains are displayed.

**PSY 740**  
ADVANCED COGNITIVE BEHAVIOR THERAPY – THEORY AND APPLICATION

This course is intended to provide the historical development, theoretical rationale, and the empirical base for rationalist, constructivist, and contextual approaches to cognitive behavioral therapy. Contemporary approaches to cognitive behavioral psychotherapy will be discussed in terms of its efficacy in the treatment of a wide range of psychological disorders and with diverse populations. Issues relating to psychotherapy integration and treatment of diverse populations will also be covered in this class.

*Prerequisite:* PSY 700

**PSY 741**  
ADVANCED SEMINAR IN PSYCHOTHERAPY AND CLINICAL PRACTICE

This is an advanced seminar exploring issues in psychotherapy and the contemporary practice of clinical psychology. Focal topics will be announced and resource speakers with expertise in those areas will be invited to participate. Disciplined and thorough literature reviews will be stressed.

*Prerequisite:* PSY 740

**PSY 742**  
CLINICAL PSYCHOLOGY IN PRIMARY CARE

This course will address the importance of the psychologist-physician relationship in the treatment of chronic and acute medical illnesses and the role of psychological interventions in the primary care setting. Illnesses will be conceptualized based on disease causes, treatments, and barriers, and specific interventions for each will be addressed. Treatment techniques, including, but not limited to, brief therapy, stress management, pain management, smoking cessation, and cognitive behavioral therapies, will be addressed as they relate to the psychologist's role in helping patients manage medical illness more effectively.

*Prerequisite:* PSY 700 and 705

**PSY 743**  
CLINICAL HYPNOSIS

An intellectual and experiential introduction to hypnosis as a tool in various forms of psychological intervention. The course will examine the history of hypnotic phenomena, the extensive scientific research over the past 40 or so years, and the use of hypnosis in the contemporary practice of psychotherapy.

**PSY 747**  
BIOFEEDBACK TRAINING AND SELF-REGULATION

An introductory course in the theory and methods of biofeedback and self-regulation training. The emphasis will be upon presenting the theoretical basis for and technology associated with the primary modalities of biofeedback and their applications to physical rehabilitation and psychotherapy. Demonstrations and hands-on training will be used throughout.

*Prerequisite:* PSY 700, 701, 757, and 758

**PSY 750**  
PSYCHOPHARMACOLOGY

A study of how psychoactive drugs impact human behavior. Emphasis will be on how selected drugs interact with neurotransmitter systems and how neurotransmitter systems modulate behavior. Particular reference will be made to reaction of central nervous system to chemically effective drugs (anti-anxiety, anti-depressant, anti-psychotic). Indications and contraindications will be stressed as well as management strategies.

*Prerequisite:* PSY 701

**PSY 751****CLINICAL HEALTH PSYCHOLOGY I: INTRODUCTION TO BEHAVIORAL HEALTH**  
3 credits

Clinical Health Psychology I is a graduate-level course that will provide doctoral students with a foundation of clinical health psychology and behavioral medicine. First, the most widely studied and empirically supported theories of health behaviors will be introduced in relation to behavioral risk factors. Next, we will focus on assessment and treatment of the primary behavioral problems encountered within behavioral medicine, which include sleep disorders, sexual dysfunction, high-risk sexual behaviors, obesity, eating disorders, chronic pain, substance abuse/dependency, and tobacco addiction.

*Prerequisite: PSY 701*

**PSY 752****CLINICAL HEALTH PSYCHOLOGY II: WORKING WITH MEDICALLY ILL POPULATIONS**  
3 credits

This course will build on the foundation provided by Clinical Health Psychology I. Clinical Health Psychology II is a graduate-level course that will provide doctoral students with an in-depth look at working in medical settings. We will cover working in primary care and working in specific populations such as cancer. We will discuss the practical side of setting up behavioral consultation services in medicine and specific issues related to various diseases seen in primary care as well as cancer, and we will also integrate issues that have been found to be important when working within primary care or oncology. We will discuss the medical field, medical professionals, patient perspectives in health care, and communications between health-care providers and patients. Finally, we will use case examples in discussing disease processes and clinical therapy interventions.

*Prerequisite: PSY 751*

**PSY 753****PEDIATRIC PSYCHOLOGY**

This course will provide an overview of theory, research, and professional practice in pediatric psychology. The course will review medical and behavioral aspects of the most common chronic pediatric illnesses, theories explaining the etiology and maintenance of behavioral aspects of pediatric illness, and considerations for psychological assessment and intervention in areas such as adherence to medical interventions, emotional difficulties related to chronic illness, and coping with medical procedures. Course content will also include discussion about the evolving role of psychologists in pediatric settings.

**PSY 757****NEUROPSYCHOLOGY I – FUNDAMENTALS OF NEUROPSYCHOLOGICAL ASSESSMENT**

An introduction to neuropsychological assessment techniques. Interview-based and psychometric approaches will be examined. The course will emphasize the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. The relationship between neuropsychological assessment techniques and procedures and brain-behavior relationships will be highlighted.

*Co-requisite or prerequisite: PSY 701*

**PSY 758****NEUROPSYCHOLOGY II – ADMINISTRATION AND INTERPRETATION OF COMPREHENSIVE BATTERIES**

The role of the comprehensive neuropsychological assessment procedures in the evaluation of neurobehavioral disorders is explored. Comprehensive batteries, including the Halstead-Reitan and the Luria-Nebraska, will be employed, as well as general use batteries, batteries for assessing

specific disorders (e.g. dementia, CVA, etc.), and Lezak's patient-oriented hypothesis-testing model. Both psychometric and qualitative aspects of the assessment process will be explored along with the selection and use of appropriate normative comparison standards.

*Prerequisite: PSY 757*

**PSY 762****ADVANCED SEMINAR IN CLINICAL CHILD AND FAMILY PSYCHOLOGY**  
3 credits

An advanced seminar on issues of theory and practice in contemporary child-clinical and family psychology. This seminar focuses on in-depth analysis of modern issues impacting child and family psychology, including the practical application of empirically supported treatments and discussions of present-day debates. This seminar is designed to extend the student's knowledge of basic principles and theories beyond the classroom and carefully consider how these translate to real-life situations. Disciplined and thorough literature reviews will be stressed.

**PSY 765****CHILD AND ADOLESCENT PSYCHOTHERAPY**  
3 credits

An advanced course focusing on issues of theory and practice in child and adolescent psychotherapy. The focus of study will be on those interventions with demonstrated empirical support. Both individual and systemic approaches will be carefully examined and considered. Special attention will be given to issues of diversity and its impact on working with children, adolescents, and their families.

**PSY 770****PSYCHOLOGICAL MEASUREMENT AND STATISTICAL ANALYSIS**

Students will be introduced to fundamental principles and concepts of measurement theory. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

Students will be introduced to fundamental principles and concepts of measurement theory, including reliability, validity, standard error of measurement, and correlation. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

**PSY 771****RESEARCH METHODOLOGY**

The focus of this course will be upon developing an understanding of research design and development of those skills necessary for the implementation of a research project. In particular, students will develop and have an understanding of issues, concepts, and procedures in clinical efficacy and effectiveness research.

*Prerequisite: PSY 770*

**PSY 772****CLINICAL DISSERTATION SEMINAR I: PROJECT INITIATION**  
3 credits

This course will focus on developing a dissertation idea, conducting a preliminary literature search, and developing appropriate research strategies. The course includes an introduction to advanced statistical approaches such as logistic regression and multivariate analysis of variance. This statistical training is meant to facilitate the student's literature review as well as provide a foundation in techniques that may be used in the dissertation project. Details about the Clinical Dissertation can be found in the Clinical Dissertation Manual included in the Student Handbook

*Prerequisite: PSY 771*

**PSY 773**

CLINICAL DISSERTATION SEMINAR II: MANUSCRIPT PREPARATION

This course will focus on organization of data and manuscript preparation in preparation for a completion of the written and oral portion of the Clinical Dissertation project.

*Prerequisite: PSY 772*

**PSY 774**

CLINICAL DISSERTATION SEMINAR III: PROJECT COMPLETION

This course must be taken by all students who do not complete the Clinical Dissertation by the conclusion of PSY 773. This course must be retaken until the project is fully completed.

**PSY 782, 783**

DOCTORAL PRACTICUM II/ PRACTICUM SEMINAR I

The first of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

**PSY 784**

CONSULTATION AND EDUCATION

Designed to prepare students for the role of psychologist consultant and educator, this course will pay particular attention to the dynamics of working with groups and organizations in a variety of settings and making effective interventions at a systemic level. In addition, education in psychology, with an emphasis on Core curriculum and competencies, historical developments, and future directions will be thoroughly explored.

**PSY 785**

INTRODUCTION TO PROFESSIONAL PRACTICE, ETHICS AND CONDUCT

This course includes didactic and discussion components and focuses on issues important to professionals about to enter the field, including an orientation to modern clinical psychology, an introduction to ethical and legal issues, and trends in professional education and practice.

**PSY 786**

INDIVIDUAL HUMAN DIVERSITY

This course will focus on the impact and implication of diversity issues, beyond cultural differences, on the functioning of individuals and relationships, as well as on the theories of psychopathology and practice of psychotherapy. Clinical psychologists commonly deal with issues related to gender, class, aging, disability, and sexual preference when working with clients. This course will provide students with a solid appreciation of these issues and how living in our society, combating these issues daily, can affect individuals, families, and relationships. Further, we will discuss how therapists can acknowledge their own biases and how these biases can influence the therapeutic process if not addressed. Finally, this course will provide clinical guidelines for working effectively and sensitively with individuals and families dealing with issues of gender, age, disability, class, and sexual preferences.

**PSY 787**

SUPERVISION AND MANAGEMENT

3 credits

This course will stress the supervisory and case management roles and the student's ability to be a leader and catalyst in these processes. Furthermore, practice development and economic issues in clinical psychology are

explored. The student should have completed the first practicum before enrolling in this course.

**PSY 788, 789**

DOCTORAL PRACTICUM II/PRACTICUM SEMINAR II

The second of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

**PSY 792**

PROFESSIONAL ETHICS

An examination of professional and ethical issues, with particular reference to the everyday issues of practice. The student will be encouraged to develop a "critically examined" personal style and stance with which to address these issues. The class focus will be on the development of an understanding and a working knowledge of the American Psychological Association Code of Ethical Conduct and relevant State of Pennsylvania laws and statutes.

**PSY 794, 795**

DOCTORAL PRACTICUM III/PRACTICUM SEMINAR III – (OPTIONAL)

The third optional externship in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

**PSY 800, 801, 802**

FULL-TIME CLINICAL INTERNSHIP

One-year, full-time internship in an approved facility. Continuous registration over three semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details.  
*With Permission of Director of Clinical Training*

**PSY 870, 871, 872, 873, 874, 875**

PART-TIME CLINICAL INTERNSHIP

Two-year, part-time internship in an approved facility. Continuous registration over six semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details.  
*With Permission of Director of Clinical Training*

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## POST-BACCALAUREATE CERTIFICATE PROGRAMS

La Salle University offers a variety of post-baccalaureate programs for students who want to build upon their current degrees with specialized certificate training.

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### CERTIFICATE PROGRAM IN BUSINESS SYSTEMS TECHNOLOGY MANAGEMENT

This program is designed for students with bachelor's degrees who wish to supplement their knowledge of Business Systems Technology Management.