SCHOOL PSYCHOLOGY

EP-901 Intro to School Psychology: Ethical Standards, Legal Issues & Professional Topics
Included in the course topics will be the historical foundations of the profession of School Psychology, introduction to the special education procedures, basic legal and ethical issues, professional roles, and the relationship of school psychologists to other educational and mental health team members. Attention is focused on federal and state legislation, special and regular education case law, psychological practice case law, and professional ethical standards as applied in the educational setting. Consideration is given to the ethical standards of practice as they relate to legal mandates and court decisions concerning psychological practice in the schools. Prerequisite: Full Time enrollment in the School Psychology Program or permission of School Psychology Program director.
Every year. 3 Credits

EP-902 Intro to Counseling Theory, Practice & Psychotherapy
The study and critical analysis of the major counseling theories and elements of effective psychotherapy as they apply to the counseling process. An introduction to counseling skills with focus on the various techniques used with individuals, groups and families. Essentials of interviewing, note taking and report writing, and the role of diagnosis will be examined. Video, experiential and role-plays may be utilized. Prerequisite: Full Time enrollment in the School Psychology Program or permission of School Psychology Program Director
Every year. 3 Credits

EP-903 Principles of Cognitive and Psycho-Educational Assessment And Intervention I
This course is one of two required courses designed to introduce testing and assessment processes in psychology and education. Students will develop emerging expertise in individual test administration, scoring, interpretation, and report writing. Contemporary issues pertinent to the assessment of cognition are covered. Emphasis is placed on synthesizing and integrating information from multi data points in order to generate effective recommendations and interventions. Competency examination(s) must be passed for course credit. Separate lab required. Prerequisite: Full Time enrollment in the School Psychology Program or permission of School Psychology Program Director. Laboratory fee applicable
Every year. 3 Credits

EP-904 Principles of Cognitive and Psycho-Educational Assessment and Intervention II
The second (of 2) required course sequence designed for Students in the School Psychology Program to develop on-going expertise in individual test administration, scoring, interpretation, and report writing with an emphasis on linking assessment and intervention. Contemporary issues pertinent to the assessment of cognition are covered. Emphasis is placed on synthesizing and integrating information from multi data points to generate effective recommendations and interventions. Competency examination(s) must be passed for course credit. Separate lab required. Prerequisite: Full Time enrollment in the School Psychology Program, successful completion of all Year One Fall program courses or permission of School Psychology Program Director. Laboratory fee applicable
Every year. 3 Credits

EP-905 Behavioral Assessment and Interventions
This course covers theory, research and practice pertaining to the assessment of complex behaviors across childhood and adolescence. Course work uses a problem-solving framework to help students acquire skills in identifying common behavioral problems and designing targeted assessment plans. It will provide students with the opportunity to use various approaches to collecting data including history taking, direct observation, and clinical interview. Students will be afforded the opportunity to gain experience in the administration, scoring and interpretation of relevant measures designed to assess the behavioral functioning of children and adolescents. Laboratory fee applicable.
Every year. 3 Credits

EP-906 Personality Assessment: Social, Emotional and Affective Functioning
This course uses a problem solving framework to help students develop skills in identifying common social, emotional and affective problems. Students will have an opportunity to gain experience in the advanced administration, scoring and interpretation of specific measures designed to assess children's and adolescents' social, emotional and affective functioning. Linking formal assessment data with interventions will be discussed. Conducting functional behavior assessments and linking results to behavioral intervention plans will be a focus of this class. Prerequisite: Full time enrollment in the School Psychology Program, successful completion of all Year One program courses and requirements, concurrent placement in full-time Clinical School-based Practicum or permission of School Psychology Director
Every year. 3 Credits

EP-907 Child & Adolescent Psychopathology
Utilizing the DSM V and major forms of psychopathology. this course will focus on those disorders first diagnosed in Infancy, Childhood and Adolescence. This will serve as a foundation for understanding developmental and behavioral disorders of childhood through adolescence. Areas of study include both internalizing and externalizing disorders. Students will acquire a thorough knowledge of specific pathologies and conditions through intensive reading and research. Conversation will include a review of the relationship between state identified categories of special education eligibility and the DSM-V diagnostic categories. Prerequisite: Full time enrollment in the School Psychology Program, successful completion of Fall and Spring Year One program courses, or permission of School Psychology Program Director.
Every year. 3 Credits

EP-908 Community Psychology
Various models for psychological interventions as they relate to community needs are reviewed. Cultural and linguistic diversity, poverty, and various contemporary issues will be explored for impact on the school, local, state and national community. Prerequisite: Full Time enrollment in the School Psychology Program, successful completion of all Year One and Year Two program courses and requirements, or permission of School Psychology Program Director.
Every year. 3 Credits

EP-920 Research, Design and Evaluation
This course introduces qualitative and quantitative research methods, acceptable research designs, clinical applications, Program Evaluation, interpretation of findings and critical evaluation. Specific attention will include Percent of Non-overlapping Data as a means to evaluate effectiveness of intervention(s). Prerequisite: Full Time enrollment in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits

EP-921 Human Development: Lifespan
This course provides an overview of development throughout the span of life. A comprehensive view of life span development with special attention to the physical, cognitive, and social-emotional changes that occur during infancy, toddlerhood, childhood, adolescence, and adulthood. Theories of development will be reviewed from an interdisciplinary, culturally informed perspective and related to implications for learning. Prerequisite: Full time enrollment in the School Psychology Program, successful completion of all Year One Fall program requirements, or permission of School Psychology Program Director.
Every year. 3 Credits

EP-922 Child and Adolescent Therapy
This course will examine various approaches to counseling and psychotherapy with children. Students will gain experience in the application of techniques of psychotherapy with a variety of populations which may include traditionally defined racial and multi-cultural populations, and will also include a broader spectrum of individuals such as children with a variety of special needs. Various approaches and techniques used in counseling children, with attention to sensitivity to multicultural, racial and special needs issues. Students will also gain specific skills in facilitating client development and change in a multicultural society through intentional intervention and counseling techniques. Prerequisite: Full time enrollment in the School Psychology Program, concurrent placement in a full-time Clinical School-based Practicum or permission of School Psychology Program Director.
Every year. 3 Credits

EP-923 Learning: Principles, Theories and Applications
This course is focused on current theories of learning and how to link theory and intervention. Structure of the course is designed to provide students with knowledge of scientifically-based research practices. Emphasis will be placed on linking assessments to effective instructional practices in the areas of reading, writing, and math. Evidence-based methods of data collection, decision-making, progress monitoring, and evaluation of outcomes will be emphasized. Particular focus will be placed on the advocacy and culturally sensitive practices within diverse populations. Prerequisite: Full time enrollment in the School Psychology Program, concurrent enrollment in full time Clinical School-based Practicum or permission of School Psychology Program Director.
Every year. 3 Credits

EP-924 Principles of Neuropsychology
This course studies the principles of human neuropsychology within the scientific study of human behavior as it relates to normal and abnormal functioning of the central nervous system. Emphasis is placed on students acquiring specialized knowledge of functional neuroanatomy, brain development, the neuropsychological basis of memory & learning and neuropsychological & behavioral manifestations of neurological disorders. Prerequisite: Full time enrollment in the School Psychology Program, concurrent with full time Clinical School-based Internship or permission of School Psychology Program Director.
Every year. 3 Credits

EP-925 Advanced Counseling Theory, Practice and Psychotherapy
This course is designed to provide students with continued experience in counseling and psychotherapy, specifically in a multicultural society. Counseling in a multicultural society will be a focus as well as professional communication skills with a variety of populations. Such populations might include clients, families, teachers, physicians, and other professionals. This course is designed for the students who have had an introduction to counseling theory. The course will offer the opportunity to expand and refine basic listening and attending skills. The class will focus on therapeutic change: common factors as well as unique factors of change. Prerequisite: Full time enrollment in the School Psychology Program, EP 902, EP 922, concurrent enrollment in a full time Clinical School-based Practicum or permission of School Psychology Program Director.
Every year. 3 Credits

EP-926 Systems Theory & Practice
Prerequisites: Prerequisite: Full time enrollment in the School Psychology Program, concurrent enrollment in a full-time Clinical School-based Practicum or permission of School Psychology Program Director.
This graduate level course will introduce students to the role that the school psychologist plays in systems level change. The course will review skills needed for systems change at the school building and school district levels. It will Also review systems factors required for professional advocacy at local, state, and federal levels. Topics covered will include strategic planning, organizational development, school-wide practices that promote learning and professional advocacy.
Every year. 3 Credits

EP-927 Exceptionalities : Developmental Processes, Identification and Intervention
A broad survey of the field of exceptionality and special education with emphasis on the study of physical, cognitive, perceptual and psychological aspects of the atypical developmental patterns of children and adolescents. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for school-aged children with high-incidence and low-incidence disabilities who have exceptional educational needs. Includes attention to special education legislation and current service delivery programs. Pre-Practicum component (30 hours). Prerequisite: Full time enrollment in the School Psychology Program, successful completion of all Year One Fall program requirements or permission of School Psychology Program Director.
Every year. 3 Credits

EP-928 Applied Neuropsychology in the Schools
This course will provide students with analytical tools to assist in diagnostic formulation as students become familiar with neurological conditions of childhood and adolescence. Approaches to common neuropsychological assessment measures used to assess those will be reviewed. Students will develop an understanding of potential interventions to address areas of difficulty in children and adolescents suspected of acquired neuropsychological involvement with learning, behavioral problems. The NEPSY II, Delis- Kaplan and relevant memory scales are examples of assessment data gathering activity. Prerequisite: Full time enrollment in the School Psychology Program, concurrent with a full time Clinical School-based Internship, or permission of School Psychology Program Director.
Every year. 3 Credits

EP-929 Fundamentals of Consulting: Theory and Practice
This course will promote general knowledge of behavioral, mental health and organizational theories of consultation. Each participant will develop a conceptual understanding of effective consultation and its relevance to intervention using a pragmatic approach to client centered consultation and developing and evaluating individualized and group programs intended to remediate a client's or student's problem. The course utilizes models from school consultation, group process, systems theory, family therapy and organizational conceptual framework for discussion. School Psychology students are expected to carry out the consultation with a classroom teacher. Prerequisite: Full time enrollment in the School Psychology Program, concurrent enrollment in a full time Clinical School-based Practicum or permission of School Psychology Program Director.
Every year. 3 Credits

EP-930 Group Processes: Theories and Practice
This course provides an overview of the group processes and dynamics with a focus on stages of group development. Various approaches, theories, and techniques of group are examined. The group process of the class will provide experience of group membership. The course will involve a combination of didactic and experiential elements. Readings, lectures and the use of role play/media will build a cognitive base for experiential learning. This course will facilitate students learning the practical aspects of designing and conducting groups (i.e., psycho-educational and support groups) specifically in the school setting. Prerequisite: Full time enrollment in the School Psychology Program, successful completion of Fall and Spring Year One program courses, or permission of School Psychology Program Director.
Every year. 3 Credits

EP-931 Psychology of Career and Life Choices
Various theoretical and empirical issues related to personal satisfaction in the choice of work and career are examined. Specific areas to be analyzed include developmental models of behavior; goal setting and the planning process; the assessment of values, interests, abilities, personality characteristics and decision making. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Other or on demand and other or on demand. 3 Credits

EP-932 Neuropsychology in Schools
During this class, students will apply neuropsychological principles and assessment procedures to neuropsychological report writing. The content builds on students' understanding of the structure and function of the central nervous system and the neural mechanisms underlying human behavior, as well as, their assessment and diagnostic skills. This will be achieved through the review and discussion of the literature and clinical cases. Prerequisite: Full time enrollment in the School Psychology Program, concurrent with full-time Clinical School-based Internship or permission of School Psychology Program Director.
Every year. 3 Credits

EP-933 Advanced Supervision
This course will provide practicing school psychologists and related mental health professionals with field supervision. Students should be expected to come to class prepared to discuss cases that they are working on in the field. Supervision and feedback will be provided regarding these cases with an emphasis on effective problem-solving and intervention methodologies. Students who accumulate 30 hours per year of supervision for two years may apply the supervision hours toward those required to apply for the Licensed Educational Psychologist or other credentials through the Department of Allied Mental Health. Course may be repeated for credit. Pre-requisite: MA DESE licensure
Fall and Spring and every year. 2 Credits

EP-970 Classroom Management: Meeting the Behavioral and Social-Emotional Needs Of Students
This course introduces students to learning strategies needed to promote effective behavior management and social-emotional learning needs in today's classrooms. This course will promote the notion that in order for students to succeed academically, teachers need to ensure that social-emotional and behavioral needs are met. Different strategies for promoting positive behavioral support and social emotional learning strategies at the individual and class-wide level will be introduced. Emphasis will be on the application of learned skills to the classroom setting.
Every year. 3 Credits

EP-990 Professional Seminar & Practicum in School Psychology I
Seminar and school-based year-long practicum in which students will link theories and course work to practice. The professional seminar is taught concurrently with a year-long practicum in school psychology under the supervision of a certified school psychologist. The seminar will provide a forum, an important part of school psychology training, in which students will link theories and course work to practice and will examine professional, legal and ethical issues and service delivery models in school psychology. The seminar environment will afford students the opportunity to discuss complex cases that they have encountered including cross-cultural considerations, diagnostic issues, recommendations and interventions. Prerequisite: Full time enrollment in the School Psychology Program, concurrent enrollment in a full time Clinical School-based Practicum or permission of School Psychology Program Director.
Every year. 3 Credits

EP-991 Professional Seminar and Practicum in School Psychology II
The Professional Seminar is taught concurrently with a year long practicum in school psychology with students under the supervision of both a credentialed school psychologist in the schools and a university supervisor. The Seminar will provide a forum, an important part of school psychology training, in which students will link theories and course work to practice and will examine professional, legal & ethical issues and service delivery models in school psychology. The seminar environment will afford students the opportunity to discuss complex cases that they have encountered including cross-cultural considerations, diagnostic issues, recommendations and interventions. Prerequisite: Full time enrollment in the School Psychology Program, concurrent enrollment in a full time Clinical School-based Practicum or permission of School Psychology Program Director.
Every year. 3 Credits

EP-992 Professional Seminar and Internship In School Psychology I
Professional Seminar & Internship in School Psychology I is the first of a two-part culminating component of school psychology training conducted under the joint supervision of a credentialed school psychologist and university faculty. Students are expected to discuss professional experiences including counseling, psychological assessment(s), report writing, participation in team meetings, consultation, ethical & legal issues in school psychology and service to diverse ethnic, cultural, disability, gender and sexual orientation groups. It is expected that at the completion of the internship year (minimum 1250+ hours), students will be prepared to function independently as school psychologists. Prerequisite: Full time enrollment in the School Psychology Program, successful completion of first two years of Program of Study; Praxis 2, "Meets the Standards" in all areas for Professional Work Dispositions; cleared for Internship or permission of School Psychology Program Director
Every year. 3 Credits

EP-993 Professional Seminar and Internship in School Psychology II
Professional Seminar & Internship in School Psychology II is the second of a two-part culminating component of school psychology training conducted under the joint supervision of a credentialed school psychologist and university faculty. Students are expected to discuss professional experiences including counseling, psychological assessment(s), report writing, participation in team meetings, consultation, ethical & legal issues in school psychology and service to diverse ethnic, cultural, disability, gender and sexual orientation groups. It is expected that at the completion of the internship year (minimum 1200 hours), students will be prepared to function independently as school psychologists. Prerequisite: Full time enrollment in the School Psychology Program, successful completion of first two years of Program of Study, Praxis 2 pass results, "Meets the Standards" in all areas for Professional Work Dispositions, successful completion of EP 992 or permission of School Psychology Program Director.
Every year. 3 Credits