

MASTER OF ARTS (MA) IN APPLIED CHILD AND ADOLESCENT PSYCHOLOGY

AP 6077 THEORIES OF LEARNING AND HUMAN DEVELOPMENT

3 US CREDITS

Theories and findings of modern developmental psychology and their implications for educational practice. Child development examined from biological-evolutionary, cognitive, social-emotional, cultural, and ecological perspectives. Empirical data for children's development through childhood and adolescence into adulthood analyzed and critiqued from theoretical, methodological, and cultural frames of reference. Implications for educational practice explored.

AP 6052 CHILD AND ADOLESCENT PSYCHOPATHOLOGY

3 US CREDITS

This course will provide an overview of the most common expressions of child and adolescent psychopathology. The learning objectives include conceptual, empirical, and clinical issues related to the mental health of children and adolescents. The diverse factors that influence the etiology and expression of disorders will be considered, such as genetics, family influences, and culture. Students will become familiar with the DSM-5 and how to conceptualize cases. Students will also be taught how to communicate as a professional through writing and presentations, in order to convey information in a clear and understandable manner. Although interventions will be discussed, they will not be a primary emphasis in this course. This course is designed to advance the student's understanding of the current state of knowledge with regard to etiological factors and the diagnostic issues related to the expression of various childhood disorders.

AP 6029 MULTICULTURAL PERSPECTIVES

3 US CREDITS

Culture can represent a variety of experiences and ways people identify themselves, including race and ethnicity, class status, sexual orientation, disability status, gender and religion. This seminar-style course covers key principles, theories and applications of multiculturalism in counseling contexts. It examines several aspects of various cultural experiences as they impact the client, counselor and the counselor-client relationship.

AP 6071 CHILD & ADOLESCENT PSYCHOLOGICAL ASSESSMENT

3 US CREDITS

This course is a study of major psychological instruments used in assessment of school-aged children and adolescents; the nature, limitations, and predictive value of these methods; and the procedures for selection, administration, scoring, and interpretation of techniques for evaluation of cognitive and socio-emotional functioning.

AP 6075 PSYCHOEDUCATIONAL ASSESSMENT

3 US CREDITS

This course covers the knowledge and skills required to conduct individual assessment of educationally relevant cognitive functions and special abilities. Students are expected to achieve a high level of proficiency in administration and scoring of standardized tests, and initial skills in analysis and integration of assessment data, report writing, and oral communication of assessment results. Historical influences and theoretical models for conceptualizing cognitive and neuropsychological functions and special abilities are presented.

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AP 6054 RESEARCH METHODS AND STATISTICS

3 US CREDITS

Leadership in the area of child psychology requires the capacity to think critically about current research and to communicate current findings to others. This course covers core concepts in research methodology and explores how to critically evaluate research findings. This course provides a review of topics related to the research process. It also discusses ethical guidelines for practice and research. The first lectures cover topics about descriptive statistics, different types of variables, the properties of the ideal normal distribution, standard scores, and the relationship between variables. It then moves on the discussion of critical aspects of experimental and non-experimental research.

AP 6039 THEORIES AND PRINCIPLES OF TREATMENT IN COUNSELING

4 US CREDITS

The course examines the philosophy, main theories, practices, and principles of counseling and psychotherapy. Topics include the counseling relationship, assessment and referral procedures, brief and long-term approaches, and legal, ethical, and diversity issues. The course involves both didactic and experiential learning modes and is designed to provide a bridge from theory to professional practice. An essential goal is to affect the awareness, knowledge base, and application of techniques, and to help the student determine career goals and assume professional ethical standards, roles, and responsibilities. Methods used include group interaction, self-disclosure, case studies, and role-playing. All experiential techniques aim at increasing self-awareness and thus enhancing the prospective counselor's listening and guidance skills, as well as the ability for empathy and understanding.

AP 6174 PRINCIPLES OF BEHAVIOR CHANGE

3 US CREDITS

Prerequisites:

AP 6077 THEORIES OF LEARNING AND HUMAN DEVELOPMENT

Presents the student with an introduction to the basic principles and historical overview of applied behavior analysis, learning theory, and the fundamental principles of science and behavior. Students will learn to distinguish between respondent and operant models of behavior and conditions. Concepts and principles of behavior including reinforcement, punishment, stimulus control, verbal behavior, and motivational operations will be defined and discussed in the context of behavioral learning theory in order to establish a theoretical foundation for applications in advanced-level courses.

AP 6073 INSTRUCTIONAL INTERVENTION AND CONSULTATION

3 US CREDITS

This course will focus on the implementation of different intervention methods to enhance education outcomes for all children including MTSS practices applied to clinical and school settings, specific cognitive and meta-cognitive interventions, and evidence-based educational interventions. Also, the course is designed to provide the prospective school-based helping professional with the knowledge of theories and techniques to be an effective consultant with administration, staff and parents.



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AP 6072 CHILD AND ADOLESCENT THERAPEUTIC INTERVENTIONS 3 US CREDITS

This course offers comprehensive details about providing evidence-based treatment to children experiencing a range of emotional and/or behavioral problems. Students learn about various treatment implementation approaches and examine the application of those approaches with diverse families (e.g., culturally, ethnically, sexually, economically). Upon completion of the course, students will understand the most effective treatments across a range of different childhood disorders and have a rubric for determining how to make treatment decisions.

AP 6383 PRACTICUM I AP 6384 PRACTICUM II

2 US CREDITS

Prerequisites:

AP 6077 THEORIES OF LEARNING AND HUMAN DEVELOPMENT

AP 6052 CHILD AND ADOLESCENT PSYCHOPATHOLOGY

AP 6039 THEORIES AND PRINCIPLES OF TREATMENT IN COUNSELING

The practicum I and II provides students with a structured opportunity to gain real-world, hands-on experience in a child and adolescent educational/therapeutic setting. It allows students to apply concepts and practices learned in coursework as they assist in professional level work under the formal guidance from a qualified supervisor. Students typically pursue tasks and projects that constitute entry-level professional work. In addition, since fieldwork is meant to be a learning opportunity for students, fieldwork tasks usually involve skills and knowledge that the student has already begun to develop through coursework but for which the student has not yet developed a high level of expertise. Finally, the taught component of the class helps students develop case conceptualization skills by integrating theoretical knowledge and applying it to real case material for treatment/remediation planning and evaluation.

AP 6489 THESIS

3 US CREDITS

Prerequisites:

AP 6077 THEORIES OF LEARNING AND HUMAN DEVELOPMENT

AP 6071 CHILD AND ADOLESCENT PSYCHOLOGICAL ASSESSMENT

AP 6075 PSYCHOEDUCATIONAL ASSESSMENT

AP 6054 RESEARCH METHODS AND STATISTICS

A Thesis is undertaken by all students working individually and in consultation with a selected instructor who acts as their thesis advisor. The dissertation must convey scholarly and/or professional analysis informed by sustained and appropriate application of methodology. The dissertation is a significant analytical piece of work: it represents work of a higher standard of what is normally expected from a term paper and provides an opportunity for students to draw on their methodological, analytical and substantive learning in a comprehensive written study.