



M.A. Psychology

school of social and behavioral sciences

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NYS has passed legislation to license MA level psychology graduates in mental health counseling. A curriculum is under development to prepare Marist College students to apply for licensure in NYS or any other states that license MA graduates.

MISSION AND OBJECTIVES

Required core courses help ensure basic knowledge of contemporary theory, stress research methodology, and provide students with a life-span developmental framework for viewing human behavior.

The integration of counseling and community psychology is a perspective needed to prepare psychologists for the challenges of the 21st century. It combines the effectiveness of the interpersonal therapeutic relationship and the efficiency of system-level preventive interventions. With these orientations, professionals not only help individuals in need, but also work to remedy community problems, serving to keep future generations healthy.

Both idiosyncratic and community systems perspectives are studied, with frequent opportunities for hands-on experience provided. Ethical behavior, stressed in the program, is particularly emphasized in courses that train students in the utilization of psychological methodology in applied research settings.

Marist's program is approved by the Council of Applied Master's Programs in Psychology — the only national organization to review master's level programs in psychology. It should be noted that the American Psychological Association accredits Ph.D. programs only.

The objectives of the Master of Arts (MA) in Psychology are to provide students with the:

- relevant theory, skills, and practical experience which will enable them to perform competently in assessing individual differences, in counseling, and in planning and implementing effective individual, group, and system-level intervention;
- necessary academic training to continue their education at the doctoral level.

APPLICATION AND PREREQUISITE REQUIREMENTS

Applications for admission to the master's program in psychology are accepted for all semesters and are available through the School of Graduate and Continuing Education or online at www.marist.edu/graduate. In addition to an application, official undergraduate and graduate transcripts, and a \$30 non-refundable fee, applicants to this program must:

- provide evidence of completion of undergraduate courses in general psychology, statistics, and psychological research methods. Recommended, but not required, is a course in psychological testing. Students who have not taken a course in testing will be asked to read introductory material on psychological testing and to pass a competency exam before taking graduate-level assessment courses.
- achieve a 3.0 cumulative undergraduate grade point average (GPA) based on a system in which a 4.0 is equivalent to an A grade.
- submit acceptable official Graduate Record Examination (GRE) General Aptitude Test scores. Applicants who can demonstrate the successful completion of graduate work elsewhere may be exempted from the GRE.
- a written personal statement of at least 500 words describing your background, experiences, and goals and how these factors relate to your vocational interest.
- provide three letters of recommendation from former faculty members or employment supervisors.
- meet with the Program Director for an on-campus interview.

DEGREE REQUIREMENTS

To qualify for the MA in Psychology a student must:

- complete all requirements not later than five years after matriculation;
- complete a total of 45 credit hours in courses and externship or thesis;
- maintain a 3.0 cumulative GPA in graduate courses;
- achieve a grade of "P" for the externship or the thesis.

TRANSFER CREDIT

A student may transfer up to six credits from a regionally approved graduate program. The student must have a letter grade of B or better and the criterion for transfer is comparability between courses, as well as authorization from the appropriate course instructor. Requests for transfer credit should be made to the Director of the program.

EXTERNSHIP OPTION

The department has an extensive list of placements covering all populations and providing clinical and/or research experience and supervision. The graduate externship typically occurs in the last two semesters. It consists of a one-day-per-week experience in a professional setting during the first semester and the equivalent of two workdays per week during the second semester. A contract is drawn between the student and the professional supervising the externship insuring an educational experience. A full-time faculty member is assigned to coordinate each student's externship.

THESIS OPTION

Individuals choosing the thesis option should see the graduate director for more information. Please note that the thesis option will *not* be appropriate for students choosing to apply for licensure in New York State.

PROBATION AND DISMISSAL

A minimum GPA of 3.0 in graduate courses attempted is a requirement for graduation from all graduate programs. If at any time a student's GPA falls below 3.0, the student will be sent a letter notifying him/her of academic review. Academic review will result in assignment of probationary status or dismissal.

A student is allowed 12 credit hours of graduate work to raise his or her GPA to or above 3.0 after being placed on probation. If, after attempting 12 credit hours, the GPA has not been raised to a 3.0, the student will be dismissed from the program.

Probation/dismissal can also occur for non-academic reasons. The MA in Psychology Program educates and trains practitioners, and in this regard has responsibility to safeguard the welfare of the public. Many graduates of this program will take positions as counselors in the community, necessitating the highest level of ethical functioning, professional behavior, and personal adjustment. In order to help ensure the community well being, the department reserves the right to place on probation or dismiss from the program any student it judges to be ethically or psychologically unfit to function as a professional. Such judgments can be made at any time during the program, but students will be advised as soon as faculty are aware of potential problems.

SCHEDULE

The graduate program in psychology is designed to be completed in four semesters of full-time study where students attend classes four evenings per week and take twelve credits. Part-time students must complete the program within five years.

SCHOOL PSYCHOLOGY CERTIFICATE OPTION

Students enrolled in the MA program in psychology can also apply for admission to Marist's NYSED-approved Advanced Certificate in School Psychology. For more information regarding this option, please consult page 96 of this catalog or contact the director of the graduate program in school psychology.

OUTCOME ASSESSMENT

To provide prospective and current students with accurate information regarding career and doctoral prospects, recent graduates were surveyed regarding their experience. Of those responding, over 90% were working in a field related to psychology. Most were working in areas such as mental health/illness, developmental disabilities, substance abuse, and education. Their job titles included MA psychologist, counselor, behavior therapist, family specialist, neuro-psychology associate, psychiatric emergency screener, quality assurance assessor, and program director. Approximately one-third were offered positions at their externship site.

Of those who applied to doctoral programs, 58% were accepted. Among those continuing their education, 80% reported that the training they received at Marist was better than the training others in their doctoral program had received.

ADVISEMENT

Each student is advised by the Program Director. Students are urged to meet with their director prior to registration. Early registration is recommended for the selection of the externship or the thesis.

GRADUATE STUDENT ASSOCIATION

Academic and social functions are arranged throughout the academic year for graduate students. The Association has a budget to sponsor talks, symposia, and workshops of interest to students, faculty, and the community. Association officers have been successful in obtaining a diverse array of speakers to address students.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships are awarded on a competitive basis to full-time students. Assistants work with faculty in the School of Social & Behavioral Sciences and perform duties such as library and empirical research, tutoring students, assisting in organizing student activities, and related work. For further details, contact the Director of the Psychology Program.

THE MASTER OF ARTS IN PSYCHOLOGY CURRICULUM REQUIREMENTS AND SEQUENCE

Semester

Fall I

PSYG 613	Assessment I: Intelligence/Cognitive Assessment	3 credits
PSYG 611	Developmental Psychology I	3 credits
PSYG 605	Research Methods I: Survey/Interview	3 credits
PSYG 511	Personality	3 credits

Spring I

PSYG 614	Assessment II: Personality Assessment	3 credits
PSYG 612	Developmental Psychology II	3 credits
PSYG 607	Psychopathology	3 credits
PSYG 520	Community Psychology	3 credits

Fall II

PSYG ____	Community or General Elective	3 credits
PSYG 701	Counseling I	3 credits
PSYG 606	Research Methods II: Program Evaluation	3 credits
PSYG 708	Externship I *	3 credits

Spring II

PSYG ____	Community or General Elective	3 credits
PSYG 702	Counseling II	3 credits
PSYG 705	Thesis *	6 credits
PSYG 709	or Externship II *	3 credits

** Students may choose the thesis option in place of Externship I & II. Those students anticipating application for NYS licensure should not choose the thesis option.*

ACCELERATED FORMAT

At Marist College, it is possible to complete a Master of Arts in Psychology in just fifteen months. Marist's accelerated MA program entails four semesters of full-time study, but the difference is that students can begin the program in late May as opposed to waiting for September. Therefore, by following the recommended curriculum sequence, students complete their studies in August of the following year — a full academic year ahead of schedule. However, students who do not want to continue in the accelerated format may change to the regular full- or part-time schedule.

ACCELERATED CURRICULUM SEQUENCE

Semester Credits

Summer I

PSYG 614	Assessment II: Personality Assessment	3 credits
PSYG 511	Personality	3 credits
PSYG ____	Psychology Elective	3 credits

Fall

PSYG 613	Assessment I: Intelligence/Cognitive Assessment	3 credits
PSYG 611	Developmental Psychology I	3 credits
PSYG 701	Counseling I	3 credits
PSYG 605	Research Methods I: Survey/Interview	3 credits

Spring

PSYG 607	Psychopathology	3 credits
PSYG 612	Developmental Psychology II	3 credits
PSYG 702	Counseling II	3 credits
PSYG 520	Community Psychology	3 credits

Summer II

PSYG 606	Research Methods II: Program Evaluation	3 credits
PSYG 705	Externship	6 credits
PSYG ____	Psychology Elective	3 credits

Students seeking admission to the accelerated MA program must be prepared to begin their studies in May.

Graduate Courses in Psychology

PSYG 507

Rehabilitation of the Neurologically Impaired Individual

3 Credits

This course includes lecture, discussion, and readings which broadly address state-of-the-art rehabilitation medicine, rehabilitation psychology, and neuropsychology. Emphasis is placed on the rehabilitation needs of a neurologically impaired population having principal diagnoses of stroke, head injury, and spinal cord injury. Theories of psychological adjustment to neurological and physical disability are examined and integrated within a framework for assessment and treatment delivered on a rehabilitation unit as well as through outpatient services. Exploration of assessment and treatment techniques focus on the patient's cognitive, emotional, behavioral, environmental, and vocational status following onset of disability. **Prerequisite:** 6 Graduate Credits.

PSYG 508

Psychopharmacology

3 Credits

This course introduces students to the biochemical basis of behavior as a foundation for understanding the effects and side effects of major classes of psychotic drugs. This course analyses the use of these drugs with special populations and from a historical perspective.

PSYG 511

Personality

3 Credits

This course provides an examination of human personality from three broad perspectives: psychoanalytic, learning-theory, and humanistic-existential. Primary and secondary sources are used. Implications for psychotherapy are explored.

PSYG 530

Managed Care

3 Credits

This course recognizes the altered ways of providing services in psychology and medicine. Discussion includes clinicians and

agencies frequent need to obtain pre-approval for therapeutic services rendered and provide services using a short-term therapy model. Essentials for working in managed-care environments are addressed in this course. Using a seminar model, students investigate cutting-edge developments in the managed-care systems and learn how to use these in enriching their own professional development.

PSYG 531

Career Development/Counseling

3 Credits

This is a broad-based survey course of career development across the life span. The course emphasizes the theoretical perspectives, assessment, counseling process, and program development.

PSYG 540

Cognitive and Psychiatric Rehabilitation of Schizophrenia

3 Credits

This course focuses on schizophrenia and is taught by psychologists who provide clinical services to, and conduct research with, this population. Students are provided with a comprehensive introduction to schizophrenia that examines phenomenology, diagnosis, etiology, and biology of the disorder. Special emphasis is placed on developing and understanding the neuropsychology of schizophrenia. Psychiatric rehabilitation, a specific psychosocial intervention approach that has been found to be very helpful for this population, is discussed in detail.

PSYG 545

Psychology of Communication

3 Credits

This course covers the principles of effective interpersonal communication in dyads, small groups, and community settings. In addition to readings and discussion of theory and techniques of communicating, students practice skills of self-disclosure, active listening, confrontation, and empathic communication. Since communication also

involves self-awareness, students may also participate in value clarification workshops, role-play simulations, and other small-group experiences. Opportunities for students to investigate related topics such as non-verbal communication, transactional analysis, communicating through the mass media, and constructive patterns of communications in work groups, families, couples, and other social systems are provided.

PSYG 548

Multimodal Therapy: Assessment and Treatment

3 Credits

This course covers holistic assessment and treatment of human problems as exemplified by the multimodal therapy of Arnold Lazarus. Particular attention is given to the application of the multimodal model to the development of self-management in students as part of an effective education program.

PSYG 550

Multicultural Perspectives in Counseling

3 Credits

This course is designed to help counselors-in-training begin to develop the self-awareness, knowledge, and skills necessary to provide effective and appropriate services to clients who come from diverse cultural backgrounds. In addition to sensitizing students to the experiences, worldviews, and within-group differences of several racial/ethnic minority populations, the course provides an overview of the sociopolitical nature of counseling approaches, and the way counseling has historically failed the culturally different.

PSYG 605

Research Methods I: Survey/Interview

3 Credits

This course focuses on the use of questionnaires and interviews as information-gathering devices for a research project. Course includes the development and construction of questions, selecting a sample of persons, administering the survey, analyzing and interpreting the data, and writing a report of results. Theoretical issues and practical applications are examined.

PSYG 606

Research Methods II: Program Evaluation

3 Credits

This course focuses on the techniques of program evaluation in human services, including needs assessment, outcome, cost/benefit, and quality assurance. It also includes discussions of the politics of evaluation, approaches to increase utilization, and publishing of results. Case examples from the literature are analyzed.

PSYG 607

Psychopathology

3 Credits

The course considers abnormal behavior from a historic perspective, according to contemporary psychological models and the classification system of the American Psychiatric Association. This course stresses the etiology and diagnosis of abnormal behavior patterns. Implications for psychotherapy and biological forms of therapy are also explored.

PSYG 610

Developmental Disabilities

3 Credits

A survey course designed for those without prior didactic exposure to the field of developmental disabilities. Current issues in developmental disabilities are examined in a historical context. Definitions, etiological factors, and classification systems are studied from both a theoretical and practical perspective. Problems relating to family impact as well as services and advocacy are examined, with particular emphasis on state and local programs.

PSYG 611

Developmental Psychology I

3 Credits

This course focuses on the study of changes in human behavior with increased age through discussion in some detail of basic concepts, research methodology, current empirical evidence, and theoretical formulations, which constitute contemporary developmental psychology. This course provides a life-span perspective on development with

particular emphasis on adolescence as a period in which the foundations of adult decision making are set down. Course material is aimed at providing students with a knowledge base from which to make distinctions between normal and abnormal development and a framework for possible remediation where abnormalities are found to occur. Fall semester.

PSYG 612

Developmental Psychology II

3 Credits

This course focuses on life-span development with emphasis on adulthood and aging. Course material deals with the transition from adolescence to young adulthood and subsequent physical and personality changes as one proceeds through the adult years. Attention is given to non-normative, as well as normative, events, which have been demonstrated to affect adult development. Current empirical evidence on changes in sensation, perception, learning, memory, and motivation, generally associated with increasing age, are considered. Social factors, such as changes in the family, educational, economic, and social support systems are examined with reference to their impact on varying cohorts. It is expected that greater knowledge of normal adult development will provide students with a framework within which to make better judgments with reference to abnormal adult development. **Prerequisite:** PSYG 611 or permission of the instructor.

PSYG 613

Assessment I: Intelligence/Cognitive Assessment

3 Credits

This course focuses on the foundation of psychological assessment by integrating theory, treatment, and assessment via a "holistic" model of human functioning. A review of the basic principles of test construction, analysis, and interpretation provides for the use of formal psychometric measures, as well as clinical judgment. Particular emphasis is placed on cognitive functioning through the use of the Wechsler, Binet, and McCarthy

Scales. Aptitude, achievement, and interest inventories are included, in addition to self-rating scales of cognitive style. Practical experience and report writing are emphasized, as is life-span assessment.

PSYG 614

Assessment II: Personality Assessment

3 Credits

This course serves as the logical extension of the "holistic" approach developed in Assessment I. Psychometric and clinical assessment across behavioral, affective, sensory, imaginal, and interpersonal modalities is detailed throughout the entire life span. Practical experience with traditional projective tests (Rorschach, TAT, CAT, Drawings, etc.) and personality inventories and rating scales are included, in addition to the use of functional analysis, self-observation, and imaginal techniques. Comprehensive report writing is required.

PSYG 625

Learning: A Community Systems Approach

3 Credits

This course utilizes a social system and cultural pluralistic approach to investigate "Why can't Johnny learn?" The class will consider factors at the individual, family, classroom, school, and community levels, and their interactive effects on learning. In addition, students will learn the strategies for intervening in the schools to promote systematic changes that will enhance learning. At the end of the course, students will propose a specific intervention, which could be attempted in local schools. (Dual Listed as EPSY 701.)

PSYG 701

Counseling I

3 Credits

This course examines the process involved in individual counseling and psychotherapy. Supportive, re-educative, and reconstructive approaches to therapeutic interaction are explored. Various theoretical approaches to understanding personality change are examined from behavioral, psychodynamic, and

client-centered orientations. This course assumes a life-span perspective on therapeutic interaction. As such, techniques for counseling child, adolescent, adult, and aged populations are discussed. **Prerequisite:** 24 Graduate Credits.

PSYG 702
Counseling II

3 Credits

This course introduces students to theories and methods of group and conjoint (marriage and family) interventions. The course examines historical perspectives, various theoretical orientations, and specific group and conjoint therapy techniques and strategies. The course also provides students with an in-class group experience where they will explore their feelings concerning specific issues related to the counseling profession.

Prerequisite: PSYG 701 Counseling I.

CAPPING ALTERNATIVES

PSYG 703

Externship

6 Credits

The externship is a semester-long, culminating experience for five-year program students. The student is required to build on the undergraduate internship experience by working two days per week in his/her final semester of graduate study under professional supervision.

PSYG 708 and 709

Externship I & II

3 Credits Each

The externship is a two-semester, culminating, applied experience. The student selects the work setting and is under professional supervision for one day per week in the first semester and two days per week during the second semester. The student may extern after the majority of course work is completed and with permission from the program director.

PSYG 705

Thesis

6 Credits

The thesis involves the empirical study of a topic significant to counseling or community psychology. The final draft of the thesis must be submitted by the middle of April for May graduation. See academic calendar for precise date.

COMMUNITY COURSES

PSYG 520

Community Psychology

3 Credits

This course focuses on the quality of the person/environment fit and how this ecological perspective influences an individual's mental health. This course explores the effectiveness of group and systems-level interventions in the prevention of mental illness. Issues such as crisis management and problem-solving skills training, support and self-help groups, political aspects of change, and the ethics of community research are discussed.

PSYG 521

Community Change

3 Credits

This course identifies psychological theories and findings that may contribute to community change and considers facilitating and impeding factors to community change. It emphasizes strategies for change for emerging social problems and reviews ethical issues involved in community change.

PSYG 522

Community Public Health

3 Credits

This course approaches the study and analysis of the community from the public-health model. Strong emphasis is placed on a disease-prevention orientation and strategic planning. The empirical component is composed of reviews and discussions of epidemiology research studies. The administration and organization components are viewed from the county level of government.

PSYG 523**Community Human Services Systems***3 Credits*

This course traces the rapid and diversified expansion of government-sponsored social-welfare services (health, housing, and education). Theoretically, it considers the tensions between government control and power and individual privacy and liberty. Practically, it considers the problems of organization and administration of human-service programs. Judicial decisions are included for illustrative purposes.

PSYG 524 and 525**Community Problems I & II***3 Credits Each*

This course provides an in-depth treatment of a particular community problem. The instructor selects a particular topic from the areas of health, education, or welfare.

PSYG 526**Community and the Aged***3 Credits*

This course focuses on the relationship between policy making and the operation of programs for the aged. Lectures and discussions focus on a re-appraisal of the federal role in the allotment of financial resources and the network of delivery systems. Autonomy and responsibility within the system are examined with an eye to training administrative skills. Program development and future planning discussions focus on such problems as health care, housing, income maintenance, legal services, transportation, and meaningful communications.

PSYG 527**Multimodal Psychology:****Applications in the Community***3 Credits*

This course focuses on the principles and techniques of Multimodal Therapy and are applied to the problems encountered in a variety of settings: social-service agencies, schools, corporations, etc. Applications beyond individual therapy are also explored including: self-help groups, self-management courses, and addiction problems. Students are encouraged to develop their own creative applications in a term project.