the Department of Applied Psychology includes both theoretical and applied courses in the fields of psychology and counseling, as well as courses in research methods and measurement. At the doctoral level, students study to become scientific practitioners, researchers, and scholars. At the master’s level, students are offered opportunities to pursue professional preparation and/or studies foundational to further graduate work. As part of an urban university, the Department is concerned with the multiethnic, multicultural issues, and problems that characterize New York City and other urban environments. As a department in the Steinhardt School of Culture, Education, and Human Development, faculty and students are actively involved in research and community outreach, with particular emphasis on promoting positive human development.

The Department houses doctoral, certificate, and master’s programs in several areas of applied psychology, including counseling and guidance, mental health and wellness, human development and social intervention, counseling psychology, psychological development, psychology and social intervention. Innovative joint offerings across program areas, collaborative research, and curricular offerings reflect the current needs of the field.

Departmental faculty have ongoing research projects in many areas, including cognition, language, social and emotional development, health and human development, applied measurement and research methods, working people’s lives, spirituality, multicultural assessment, group and organizational dynamics, psychopathology and personality, sexual and gender identities, trauma and resilience, self-regulation and academic achievement, intervention and social change, schools and communities, and cultural contexts and immigration. The Counseling Psychology doctoral program provides the opportunity for graduates to sit for the New York State Psychology Licensing Examination, provided they also meet the experiential requirements, some of which are postdoctoral. The Ph.D. degree in Counseling Psychology is fully accredited by the American Psychological Association. The M.A. program in Counseling for Mental Health and Wellness provides the credentials required for graduates to sit for the New York State Examination as a Licensed Mental Health Counselor. The M.A. program in School Counseling leads to New York State Certification.
Faculty


LaRue Allen, Raymond and Rosalee Weiss Professor of Applied Psychology. Department Chair. B.A. 1972, Radcliffe College; M.S. 1977, Ph.D. 1980, Yale.


Joshua Aronson, Associate Professor of Applied Psychology. B.A. 1986, California (Santa Cruz); Ph.D. 1992, Princeton.


Mary M. Brabeck, Professor of Applied Psychology and Gail and Ira Druker Dean of the NYU Steinhardt School of Culture, Education, and Human Development. B.A. 1967, Minnesota; M.S. 1970, St. Cloud; Ph.D. 1980, Minnesota.

Elise Cappella, Assistant Professor of Applied Psychology. B.A. 1993, Yale; M.A. 2000, Ph.D. 2004, California (Berkeley).


Iris E. Fodor, Professor of Applied Psychology. B.A. 1956, City College (CUNY); M.A. 1957, Ph.D. 1964, Boston.


Arnold H. Grossman, Professor of Applied Psychology. B.S. 1963, City College (CUNY); M.S.W. 1965, Ph.D. 1970, New York; LMSW, ACSW.

Perry N. Halkitis, Professor of Applied Psychology and Associate Dean for Research and Doctoral Studies. B.A. 1984, Columbia; M.S. 1988, Hunter College (CUNY); M.Phil. 1993, Ph.D. 1995, Graduate Center (CUNY).


Samuel Juni, Professor of Applied Psychology. B.S. 1973, Brooklyn College (CUNY); M.A. 1975, Ph.D. 1979, SUNY (Buffalo).


Mary McRae, Associate Professor of Applied Psychology. B.A. 1971, City College (CUNY); M.S. 1976, Brooklyn College (CUNY); Ed.D. 1987, Columbia.


Randolph L. Mowry, Clinical Associate Professor of Applied Psychology. B.A. 1975, College of William and Mary; Ph.D. 1985, Tennessee (Knoxville).


Mary Sue Richardson, Professor of Applied Psychology. B.A. 1967, Marquette; Ph.D. 1972, Columbia.


Julia Shieng, Clinical Associate Professor of Applied Psychology. B.S. 1971, Wheaton College; M.S. 1977, Bank Street College of Education; Ed.D. 1984, Harvard University; Ph.D. 1992, Pacific Graduate School of Psychology.

Selcuk R. Şirin, Associate Professor of Applied Psychology. B.S. 1991, Middle East Technical (Ankara, Turkey); M.S. 1998, SUNY (Albany); Ph.D. 2003, Boston College.

Lisa Suzuki, Associate Professor of Applied Psychology. B.A. 1983, Whitman College; M.Ed. 1985, Hawaii (Manoa); Ph.D. 1992, Nebraska (Lincoln).


Internship Coordinator

Number of Adjunct Faculty: 41

Special Departmental Features

STUDY ABROAD
The Department of Applied Psychology offers a range of study abroad opportunities during winter sessions, intersessions, and summers. Further information is provided through the Office of Academic Initiatives and Global Programs, www.steinhardt.nyu.edu/studyabroad.

THE CENTER FOR HEALTH, IDENTITY, BEHAVIOR, AND PREVENTION STUDIES (CHIBPS)
The Center for Health, Identity, Behavior, and Prevention Studies (CHIBPS) in the Steinhardt School of Culture, Education, and Human Development at New York University is a leading HIV, substance abuse, and mental health, behavioral research center that is focused on the well-being of all people, including sexual, racial, ethnic, and cultural minorities and other marginalized populations.

CHIBPS advances research and knowledge to improve the lives of those affected with or by HIV, substance abuse, and mental health burden through the rigorous application of social science and public health research paradigms. The team at CHIBPS envisions, develops, and enacts research with and for the communities they study. The center is directed by Dr. Perry Hakstia. For more information, visit www.steinhardt.nyu.edu/appsych/chibps.

THE CENTER FOR RESEARCH ON CULTURE, DEVELOPMENT, AND EDUCATION
By 2040, people identified as “ethnic minority” will comprise half the U.S. population. New waves of immigrants continue to arrive, ensuring fundamental but unknown changes in the intercultural dynamics of homes and schools. In urban cities, the vast majority of children entering preschool/elementary school and high school are Latino, Asian or African American, and how well these children and their families adjust to these high-stake transitions will have long-term implications for children’s developmental trajectories as well as the future of the United States.

In the context of growing diversity among the nation’s children, systematic inquiry into the developmental processes and experiences of children from different cultural communities during periods of major transitions is urgently needed. In response, faculty and students at NYU’s Center for Research on Culture, Development, and Education (CRCDE), seek to advance scientific theory and findings on children’s social, emotional, and cognitive development in longitudinal studies of ethnically diverse families with young children (infancy through 1st grade) and adolescents (age 13–17) as children transition to preschool/elementary school, and high school, respectively. This work is being extended to cross-cultural studies, including ongoing collaborations with colleagues in China and Korea.

The scientific innovation of the CRCDE research includes the generation of new, culturally grounded knowledge on the development and experiences of ethnically diverse children across multiple domains (language, cognitive, social, emotional) and in different social settings (home, school, community). Through community partnerships, the CRCDE also works on building capacity of programs in its efforts to support parenting and child development. Its dynamic and culturally sensitive approach highlights individual trajectories, mechanisms of change, and cultural variability, thereby moving beyond static and ethnocentric assessments of development.

Center faculty includes Drs. Catherine S. Tamis-LeMonda, Niobe Way, Diane Hughes, Diane Ruble, Ronit Kahana Kalman, and Hirokazu Yoshikawa.

For more information, visit the Center for Research on Culture, Development, and Education website, www.steinhardt.nyu.edu/crcde.

THE CHILD AND FAMILY POLICY CENTER
The chief mission of the Child and Family Policy Center is to bring state-of-the-field knowledge about how to promote healthy childhood development and school success to the forefront of policymaking and program implementation. The Center conducts applied research that can inform efforts to develop effective programs and policies for young children and families. Through conferences, technical assistance activities, partnership projects, and publications, the Center also communicates important knowledge about children and families to policymakers, leaders in the nonprofit sector, practitioners, the media, and other stakeholders.

The Child and Family Policy Center is uniquely positioned to stimulate and support new initiatives that will benefit children in New York City and New York State. The Center’s director, Dr. LaRue Allen, is a leading child development scholar who currently directs a number of projects involving University-community partnerships. The Center also draws on expertise from other sectors of the University and the Steinhardt School. New York University’s Steinhardt School of Culture, Education, and Human Development brings together the disciplines of applied psychology, education studies (e.g., early childhood, special education), and health programs.
INSTITUTE FOR HUMAN DEVELOPMENT AND SOCIAL CHANGE

Global forces are dramatically changing the environments of children, youth, and adults both in the United States and throughout the world. First- and second-generation immigrant children are on their way to becoming a majority in the U.S., bringing linguistic and cultural diversity to the institutions with which they come into contact. Technological developments will proceed at a pace that may outstrip the capacity of school systems to adequately prepare children. Families will increasingly be concentrated in mega-cities of unprecedented size and potentially unprecedented poverty.

How does human development unfold in the context of these rapidly changing social forces? The Institute for Human Development and Social Change (IHDS) at New York University addresses these urgent societal questions. The institute aims to break new intellectual ground through its support for interdisciplinary research and training across a range of disciplines. IHDS has fostered a network of more than 40 faculty affiliates from the social, behavioral, health, and policy sciences in performing cutting edge research to study how complex social forces such as globalization, technology, and immigration affect human development.

The IHDS is a joint initiative of the Steinhardt School of Culture, Education, and Human Development; the Wagner School of Public Service; the Faculty of Arts and Sciences; and the Office of the Provost. With a total portfolio of over $40 million in active federally and privately funded research and training grants, IHDS is the largest interdisciplinary research center on the NYU Washington Square Campus. The Institute’s governing committee includes Professor Lawrence Aber; Professor Christopher Flinn, Department of Economics, FAS; Professor Cathie Tamos-Lemonda, Department of Applied Psychology; Paul Horn, Senior Vice Provost; C. Cybele Raver, Vice Provost for Academic, Faculty, and Research Affairs; Dean Perry Hakkitis, Professor of Psychology, Public Health and Medicine and Associate Dean for Research and Doctoral Studies; and Professor Larry Wu, Department of Sociology, FAS, who also serves as the Deputy Director of the Institute. The Institute’s director is Dr. Richard Arum, Professor of Sociology and Education.

Counseling and Guidance: School Counseling or Bilingual School Counseling

Counseling and Guidance for Mental Health and Wellness

The counseling programs in the Department of Applied Psychology are committed to generating, advancing, and disseminating knowledge related to research and practice in counseling and guidance. The principles informing their work include understanding people across the life span in cultural contexts, promoting equity and social justice, and helping all people craft lives of wellness, health, and meaning.

Students wishing to pursue master’s-level graduate study in counseling may choose one of two programs:

- Counseling for Mental Health and Wellness, which prepares graduates as mental health counselors working with both individuals and groups in a broad spectrum of settings, including community agencies, university counseling programs, mental health centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers. Graduates of the program are eligible for New York State Licensure as a Mental Health Counselor and additionally are eligible to take the National Counselors Exam to become a national certified counselor.

- Counseling and Guidance: School Counseling or Bilingual School Counseling, which trains students interested in working as school counselors in grades K-12. Graduates are eligible for New York State certification as school counselors and additionally eligible to take the National Certified School Counselor Exam to become national certified school counselors.

The Certificate of Advanced Study is available to individuals who possess a master’s degree in counseling and provides post-M.A. study in individually selected areas of counseling.

DEGREE REQUIREMENTS

Master of Arts in Counseling and Guidance: School Counseling or Bilingual School Counseling

Students in this program complete 48 units of coursework. All students are required to take 36 units in the following courses: Professional Orientation and Ethical Issues in School Counsel-
Counseling and Guidance and Counseling for Mental Health and Wellness, continued


In addition to the basic curriculum, students in the school counseling program complete a year-long, 6-unit (400 hours) internship in a school that is selected by the student in consultation with the director of internships. Coursework for this sequence includes Internship in School Counseling I APSY-GE.2667 (3 units) and Internship in School Counseling II APSY-GE.2668 (3 units).

Students must also take one course in applied content area (see below), as well as one course (3 units) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Graduates of the School Counseling, K-12 concentration, are eligible for certification in New York State as school counselors in grades K-12. Students who wish to become certified as bilingual school counselors may pursue this goal within the framework of the school counseling program, with an additional bilingual concentration.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

Master of Arts in Counseling for Mental Health and Wellness

Students in Counseling for Mental Health and Wellness must complete 60 units of coursework. All students are required to take 39 units in the following courses: Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness APSY-GE.2651, Foundations of Counseling for Mental Health and Wellness APSY-GE.2661, Counseling: Theory and Process APSY-GE.2657, Individual Counseling Practice: Labs I and II APSY-GE.2658, 2659, Cross-Cultural Counseling APSY-GE.2682, Research and Evaluation in Behavioral Sciences APSY-GE.2070, Human Growth and Development APSY-GE.2138, Abnormal Psychology APSY-GE.2038, Group Dynamics: Theory and Practice APSY-GE.2620, Dynamics of Vocational Development APSY-GE.2634, Program Development and Evaluation APSY-GE.2663, and Interpretation and Use of Tests in Counseling Adults APSY-GE.2672. In addition to the curriculum specified above, students also complete a 6-unit year-long (600 hours) supervised internship. The internship experience is chosen by the student in consultation with the director of internships.

Coursework for this sequence includes Internship in Counseling for Mental Health and Wellness I APSY-GE.2655 (3 units) and Internship in Counseling for Mental Health and Wellness II APSY-GE.2656 (3 units).

In addition, students choose one course (3 units) that focuses on special populations, including women and mental health; gay, lesbian, bisexual, and transgender people; and substance abusers, among others.

Students must also take 12 units in applied content areas.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

Applied Content Area

To fulfill their requirements for applied content area credits, students may choose courses from offerings in the program, department, and school that enable them to pursue specialized interests. Students may also elect to take applied coursework in other schools within the University. Applied content areas may include grief and bereavement counseling; career counseling; women and mental health; gay, lesbian, bisexual, and transgender studies; drama therapy, art therapy, or music therapy; and marriage and family. Students in the Program in Counseling for Mental Health and Wellness should consult with an adviser to develop this applied content area sequence.

Comprehensive Exams

All students in the M.A. Programs in Counseling must pass the Counselor Preparation Comprehensive Examination (CPCE) for satisfaction of the terminal experience requirement. This exam is produced by the Center for Credentialing and Education, Inc. (CCE), an affiliate of the National Board for Certified Counselors, Inc. (NBCC). The exam is held in the spring and fall semesters, and students can take the exam up to two times. If they are unsuccessful in their initial attempt, they must also complete a designated project.

ADMISSION REQUIREMENTS

Applications are reviewed for fall entrance only.

This is a full-time master’s program with strict course sequencing and a research requirement that is best completed on a full-time basis. Part-time matriculation will only be considered on an exceptional, case-by-case basis.

CERTIFICATE OF ADVANCED STUDY

A Certificate of Advanced Study is available to individuals already possessing a master’s degree in counseling. This program is designed to meet the specialized and diverse needs for professional education beyond a counseling M.A. Students who have completed their Master’s in counseling and are a school or mental health counselor can take four or five courses (12-15 units) from the Master’s in Counseling Programs offerings, as well as courses from programs in Drama Therapy, Art Therapy, and Music Therapy. Course selections may also include some doctoral-level courses by advisement. In consultation with a faculty advisor, students will design their course of study to develop areas of interest or need, or to build on existing knowledge. Students design their own program of study in consultation with faculty advisers.
Counseling Psychology

**DIRECTOR**
Sumie Okazaki
Kimball Hall
212-998-5555

**DEGREE**
Ph.D.

**FACULTY**
Ali, Constantine, Grossman, Hakkitis, Javdani, Juni, Mattis, McClowry, McRae, Okazaki, Richardson, Suzuki

The Ph.D. Program in Counseling Psychology is fully accredited by the American Psychological Association (APA). Counseling psychologists are defined as those who enter into professional relationships with individuals and groups and bring to those relationships knowledge of psychology as a science, knowledge of counseling theory and research, a personally integrated theory of counseling, and an ethical responsibility.

The major principles underlying the Program in Counseling Psychology are a focus on a developmental understanding of clients; commitment to a health model of intervention; and appreciation of the gendered, cultural, and institutional contexts of people’s lives, as these contexts affect both clients and counselors. The program follows s—the scientist-practitioner model of training—and is organized in three areas: general psychology, including statistics and research methodology; counseling and vocational psychology; and patterns of learning experiences designed to meet the professional goals of program matriculants.

**CAREER OPPORTUNITIES**
Graduates of the program are eligible to sit for the New York State psychology licensing examination and are prepared to practice in diverse settings such as colleges, clinics, hospitals, and community agencies, as well as pursue careers in research and teaching.

**DEGREE REQUIREMENTS**
For completion of the doctorate, 79 points beyond the bachelor’s degree are required. Additionally as part of undergraduate or other graduate work, 18 credits in psychology are prerequisites to the Ph.D. program. In the Counseling Psychology required curriculum (46 credits), students complete work in counseling theory and process, cross-cultural counseling, group counseling, abnormal psychology, program seminar, seminars in vocational development and counseling theory, and practica in individual counseling and counselor training. Students also must take basic psychological competency courses (21 credits) and counseling psychology specialty electives (12 credits); Students also must complete departmental and state licensure course requirements covering history and systems, principles of learning, personality, developmental psychology, social psychology, and the biological basis of behavior.

In addition to course requirements, students must pass a comprehensive examination to be admitted to candidacy, complete a full-year internship, have an approved dissertation proposal and dissertation, and pass a final oral examination of the dissertation. Some courses may be waived, exempted or passed by examination. A minimum of 54 credits must be completed at New York University for students admitted with a bachelors degree (36 credits for students admitted with a master’s degree).

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

**ADMISSION REQUIREMENTS**
Applicants to the Program in Counseling Psychology must follow both the Steinhardt School’s and the program’s admission procedures and deadlines. All admissions materials must be received by December 1. The GRE must be taken in time to allow the required five weeks for scores to arrive by December 1. Psychology GRE scores are not required. Applicants must also submit an autobiographical statement, following a program outline, and three letters of recommendation. Contact the program directly for full details on program admission criteria.

**STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS**
See page 180.

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Educational Psychology

**DIRECTOR**
LaRue Allen
Kimball Hall
212-998-5555

**DEGREE**
M.A.

**FACULTY**
Aber, Allen, Aronson, Blair, Halikitis, Jordan, Melzi, Tamis-LeMonda, Way, Wolf

The program is currently in accredited, inactive status and is no longer accepting new applicants.

The M.A. Program in Educational Psychology offers students a solid graduate foundation in psychology, including developmental psychology, personality theories, social psychology, and measurement and research methods in the context of an individualized and goal-directed plan of study.

During the course of study, students acquire a solid base in psychological theory and consider the ways that basic psychological research might be applied to address the challenges faced by individuals in our society—particularly those living in the multicultural environment of urban New York City.

In addition to taking foundation courses in applied psychology, students select a series of courses from one of two concentrations that match their specific interests and professional goals. Toward the end of the M.A. degree program, students apply their theoretical knowledge base to a relevant fieldwork or research experience under the supervision of a faculty member who shares a scholarly interest in the student’s chosen topic. These independently pursued projects should be related to and emerge out of the student’s studies in his or her selected areas of emphasis. In most instances, the fieldwork/research experience will focus on a timely, applied issue in psychology, situated in contexts such as family, hospital, school, or community.

Students may choose from two concentrations: general educational psychology and psychological measurement and evaluation.

**CAREER OPPORTUNITIES**
In addition to being a basic entry into doctoral study in psychology, the M.A. degree program in applied psychology offers the basic training for employment in such areas as research and data col-
Educational Psychology, continued

lection for hospitals and community agencies, advertising agencies, and private industry as well as for school systems and other learning environments. It also offers educators an appropriate program to satisfy M.A. degree requirements in their school systems.

DEGREE REQUIREMENTS
Students in the M.A. program complete 36 units of coursework. The curriculum includes the following areas:


Concentration Requirements (24 units): Students pursue a series of courses prescribed by one of the two concentrations (general educational psychology and psychological measurement and evaluation). Specific course requirements are described in the following sections, which detail the concentration requirements.

Terminal Experience (3 units): Applied Psychology Integrative Seminar APSY-GE.2335 serves as the capstone to all students in the M.A. program. Students pursue independent projects under faculty supervision and meet to discuss their fieldwork and research projects.

As part of this culminating experience, students complete a comprehensive paper regarding their own fieldwork/research project.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

General Educational Psychology Concentration

DEGREE REQUIREMENTS
Academic Prerequisites: A minimum of 18 undergraduate semester hours in behavioral sciences, including courses in personality, social psychology, and developmental psychology. These requirements may be met by taking additional courses as part of the program.

This concentration requires 36 units for completion. The curriculum includes the following:


Concentration Requirements (24 units): Measurement: Classical Test Theory APSY-GE.2140; two courses in research methods (e.g., Educational Statistics RESCH-GE.2001, Evaluation Methodology in the Behavioral Sciences I and II APSY-GE.2173, 2174); and a total of four courses completed from Group A and Group B, as listed below. Note: Students must complete at least one course from each group; students must select courses not already completed under Core Requirements.

Electives: Under faculty advisement, students are encouraged to pursue courses (6 units) that complement their programs of study, such as multiculturalism and diversity, counseling, or women's studies.


Terminal Experience (3 units): Applied Psychology Integrative Seminar APSY-GE.2335 serves as the capstone to all students in the M.A. program.
Psychological Measurement and Evaluation Concentration

The demand for those with training in psychological measurement and evaluation has increased. This 36-unit concentration prepares individuals in the application of measurement, research, and evaluation principles in various settings in educational, social, community, health, and business sectors.

The concentration provides theoretical and applied training and experience through a carefully sequenced selection of courses in measurement, test construction, and research methods. In addition, students choose courses from various areas in psychology, such as developmental, learning, and personality. As a final project, each student conducts a field-based research study and prepares a journal-quality paper.

**DEGREE REQUIREMENTS**

Academic prerequisites: a minimum of 12 semester hours in the behavioral sciences. These requirements may be met by taking additional courses as part of the concentration.

The psychological measurement and evaluation concentration requires 36 units for completion. The curriculum includes the following:

**Core Requirements** (9 units): Survey of Developmental Psychology/Advanced APSY-GE.2271, plus two courses from the following: Social Psychology APSY-GE.2003; Abnormal Psychology APSY-GE.2038; Theories of Personality APSY-GE.2039; Psychological Disturbances in Children APSY-GE.2181; Cognitive Development APSY-GE.2198; Learning Theories APSY-GE.2214; and

Culture, Context, and Psychology APSY-GE.2105.


**Electives:** Under faculty advisement, students are encouraged to pursue courses (6 units) that complement their program of study, such as advanced methods, health, special education, or personnel selection.

**Terminal Experience** (3 units): Applied Psychology Integrative Seminar APSY-GE.2335 serves as the capstone to all students in the M.A. program.

Human Development and Social Intervention

**INTERIM DIRECTOR**

Jennifer Astuto
Kimball Hall
212-998-5555

**DEGREE**

M.A.

**FACULTY**

Aber, Allen, Astuto, Blair, Haklitis, Mattis, McCloyr, Melzi, Seidman, Tamis-LeMonda, Way

The M.A. in Human Development and Social Intervention offers a distinct curriculum that emphasizes the practical skills of research design and methods, grant writing and management, and program development and evaluation from a community psychology perspective. The curriculum is firmly rooted in the traditions and lexicon of community, social, personality, and developmental psychology. Students will learn how issues such as poverty, race, gender, and culture influence the daily lives of individuals. Hands-on research and grant writing will aid students in efforts to apply social interventions to these issues.

The program is designed for recent college graduates with backgrounds in the social sciences, including psychology; social work; sociology; anthropology; and race, gender or ethnic studies, as well as those who have work or volunteer experiences in nonprofit organizations, schools, health facilities, and community centers and seek to further or change the direction of their careers. All students in this program will receive training in

1. Theories of human development;
2. Theories and techniques of preventive and promotive interventions;
3. Theories and concepts of the influence of culture and context in various settings;
4. Conceptualization and analysis of individual and social change;
5. Research methodology including program management and evaluation; and
6. Grant preparation and grant management.

In addition to a core of research methodology and psychology courses, students will also pursue one of the following three areas of study:

- **Developmental Psychology:** Students will examine classical as well as contemporary literature on developmental changes in emotional, social, and cognitive areas, with specific attention to the roles of culture and context (e.g., family, school, community) in these processes.
- **Health:** Students will examine the individual level, socioeconomic, and sociopolitical factors that shape physical and mental health outcomes for individuals, families, and communities.
- **Methodology:** Students will gain expertise in research design and in the use of various methods of quantitative and qualitative reasoning and analysis of data.

**CAREER OPPORTUNITIES**

The degree prepares students to pursue careers as research project directors, research coordinators, grant writers, research scientists, and program evaluators in university-based research centers, community agencies, hospitals, school systems, and private industry, including evaluation research firms. In addition, the program prepares students to pursue doctoral study in the social sciences, such as human development, public policy, or social and community psychology.

**DEGREE REQUIREMENTS**

Academic prerequisites: Prior to matriculation in the graduate program, students must have completed a basic statistics course (with content similar to Basic Statistics I RESCH-GE.2085) within the past three years. Students also must have completed five courses in psychology prior to matriculation in the graduate program.

The HDSI program requires 42 units for completion. The curriculum includes the following:

- **Required Core Courses** (15 units): Grant Writing and Grant Management for the Social Sciences APSY-GE.2077; Culture, Context, and Psychology APSY-GE.2105; Survey of Developmental Psychology: Advanced APSY-GE.2271; Risk and Resilience APSY-GE.2279; Development and
Human Development and Social Intervention, continued

Prevention Science APSY-GE 2094.


Area of Specialization Electives (12 units): Under advisement, students choose four courses for specialization in one of three areas of study: Developmental Psychology, Health, or Methodology.

Research Requirement: For the internship requirement, students participate on a research team for 10–12 hours a week each semester. During the summer between the first and second year or during the final semester, students complete an externship at a research site off campus in order to strengthen and broaden their skills. Students have an opportunity each spring to participate in the department’s annual research conference for MA students. Second year HDI students are required to submit an application for this conference.

Terminal Experience: Students complete a thesis under the supervision of a faculty member, meeting monthly throughout the second year to discuss their field and research experiences and to provide feedback to one another about the process of psychological research and application. This is the final requirement for completion of Evaluation Methodology in Behavioral Sciences I APSY-GE.2174.

Please be advised that licensing agencies and fieldwork placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.

Psychological Development

DIRECTOR
Clancy Blair
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212-998-5555

DEGREES
Ph.D.

FACULTY
Aronson, Blair, Gilligan, Melzi, Raver, Sirin, Tamis-LeMonda, Way

AFFILIATED FACULTY
Aber, Allen

The mission of the Ph.D. Program in Psychological Development is to provide students with a strong foundation in developmental theories and research from a lifespan perspective. Students examine individual and environmental influences on the development of infants, children, adolescents, and adults, especially those situated in urban environments. The Ph.D. program offers the advanced student a program of study that focuses on current issues in the dynamic and complex field of human development, while also emphasizing a basic foundation in psychological theory and research. Research takes place in laboratories at NYU as well as in the homes, hospitals, schools, neighborhoods, and community settings of the multiethnic and richly diverse city of New York.

The Program in Psychological Development educates its students to think creatively about how psychological theory and research can address the social challenges that individuals face. Through their coursework and research experiences, students in the Ph.D. Program in Psychological Development gain expertise in the following:

- The core areas of developmental psychology with a focus on how current research methodologies are applied to issues in human development
- A wide range of quantitative and qualitative research methodologies, including longitudinal, experimental, observational, ethnographic, narrative, and case study methods
- The skills to identify the roles of family members, peers, schools, neighborhoods, and communities in the life of the individual, as well as how the individual shapes his or her own experiences
- An understanding of how ethnicity, race, social class, gender, and culture influence human development within and across national boundaries
- The application of assessment tools to address the needs of diverse populations
- A proficiency in implementing and evaluating primary preventive interventions with parents and children from at-risk populations

Areas of research focus for doctoral students may include the following:

- Cognitive, emotional, and social development in infants and young children
- Social and emotional development among urban ethnic-minority children and adolescents in the United States and worldwide
- Family, school, and cultural influences on human development
- Etiology of risk behaviors, resiliency, and coping in at-risk populations
- School-, family-, and community-based interventions
- Children’s learning, academic achievement, and emotional self-regulation in school settings
- Quantitative modeling of high-risk health behaviors and decisions
- Test and scale development, validity and reliability studies, and the study of individual differences

CAREER OPPORTUNITIES

Graduates are prepared for careers as professors in academic settings; researchers in academic and governmental agencies; human service professionals in hospitals, schools, and community settings; directors and evaluators of mental health and health-promotion programs; as well as primary prevention programs.
DEGREE REQUIREMENTS

Students take between 45 and 72 units, depending on prior graduate coursework. Academic offerings and requirements include the following:

- Courses in the foundational areas of psychology (e.g., developmental, social, personality, cognitive, learning, experimental, historical, neuropsychology)
- Courses in developmental psychology (e.g., cognitive, emotional, social, language, perceptual)
- Advanced content seminars in human development
- Sequences in research designs, methods, and statistics
- Active research involvement and attendance at weekly research colloquia
- Completion of a data-based dissertation

ADMISSION REQUIREMENTS

Admission to this program requires a bachelor's or a master's degree in psychology or a related field, GRE scores (verbal and quantitative), three letters of recommendation, prior research experience, and a personal interview with the program faculty.

See general admission section, page 167.

STEINHARDT FELLOWS PROGRAM AND RESEARCH ASSISTANTSHIPS

See page 180.
Psychology and Social Intervention

The goal of the Ph.D. Program in Psychology and Social Intervention is to train action scientists to work in a variety of settings in order to understand, transform, and improve the contexts and systems (ranging from families, small groups, schools, communities, and neighborhoods to public policies) in which humans develop across the lifespan. The program has a strong emphasis on (a) understanding and assessing social settings, systems, and policies; (b) creating, improving, implementing and evaluating prevention and intervention programs; and (c) understanding various forms of diversity and structural inequality among individuals, institutions, communities, and societies.

Students learn how varied ecologies influence individual functioning and well-being and receive theoretical and methodological training in the conceptualization and assessment of such ecologies. Students also learn about successful and unsuccessful efforts in these domains across multiple levels of analysis. Students are expected to have an interest in studying and understanding various forms of diversity and structural inequality among groups of individuals, institutions, communities, and societies.

The program maintains a heavy focus on research in applied settings for the purposes of understanding and changing social settings. Program faculty members study a wide range of ecologies (e.g., schools, neighborhoods, policy, programs) and preventive and policy interventions (psychological, social, education, and health programs) locally, nationally, and internationally. Program faculty members also conduct research on how cultural factors and identities influence and interact with experiences of these ecologies and interventions. The University’s New York City location provides an ideal urban setting for studying many kinds of communities, combined with gateways to the world at large. The main objectives of the program are to provide students with basic grounding in fundamentals of psychology and behavioral science and intensive training in theories of ecological psychology;
Psychology and Social Intervention, continued

Theories and techniques of preventive and promotive interventions; program and policy formulation, implementation, and evaluation; conceptualization and analysis of individual and social change; and research methodology for multilevel and cross-level analysis.

Areas of research focus may include the following:
- The analysis and change of human service and community-based organizations
- Consequences of poverty, social exclusion, and discrimination
- The analysis and restructuring of ecological transitions (e.g., between neighborhoods, between school and work)
- The design and evaluation of prevention and promotion programs
- Analysis and evaluation of public policies relevant to health, education, and well-being
- Experiences of racial, ethnic, sexual, and other minorities, as well as immigrant populations, in organizational, community, and transnational contexts
- Setting level influences on intergroup disparities or relationships

Career Opportunities
The program prepares students for diverse roles in academia and social research. In the academic arena, students are well-positioned for jobs in schools of human development, education, public health, and public policy. In the area of social research, students are prepared for positions in research, advocacy, and social service organizations. Indeed, there is increasing demand for evidenced-based strategies in health, education, and social service organizations, and students will be positioned to contribute to the design and implementation of such strategies.

Degree Requirements
Students take 72 units, depending on prior graduate coursework. Requirements for program completion include:
- Courses in psychology and social intervention (e.g., Theories of Change in Applied Psychology, Psychological Approaches to Conceptualizing and Measuring Human Environments, and Developmental and Prevention Science)
- Intervention-research or policy-research practica (two semesters)
- Psychology and social intervention elective courses (at least three)
- Participation in area seminar
- Completion of a second-year empirical paper
- Completion of a comprehensive examination requirement
- Completion of an independent, empirically based dissertation

Admission Requirements
Requirements for admission include strong academic background as evidenced by standard indicators, such as GPA and GRE scores; evidence of prior research experience; evidence of interest in human ecologies, systems-level interventions, and/or policy interventions and analysis; and three letters of recommendation.

See the general admission section, page 167.

Financial Aid Opportunities
Tuition remission and stipends are provided to all doctoral students in the first three years. During the fourth year, doctoral students are provided with a stipend to cover living expenses. Doctoral students are also funded via research grants from the faculty in the Department of Applied Psychology. In addition, the Department of Applied Psychology offers Monroe Stein and Raymond and Rosalee Weiss Awards. Information on scholarships is available on the Steinhardt Graduate Admissions website under financial aid. All applicants who are interested in being considered for school-based scholarships must complete the Free Application for Federal Student Aid (FAFSA) by going to www.fafsa.ed.gov and submitting it electronically to NYU. Check the Graduate Admissions web pages for detailed instructions. The deadline for submitting the FAFSA form to NYU is February 1 for the fall term. Please note that the earliest time one can access the form is January 1.

For more details, contact the Department of Applied Psychology.

See general financial aid section, page 178.

Courses

The courses listed herein are to be offered in 2013–2015.

Notes to Courses
*Registration closed to special students.
*Pass/fail basis.

Applied Psychology/ APSY-GE

Neuropsychology of Behavior
APSY-GE.2001 30 hours: 3 units.
Prerequisite: a course in psychology or educational psychology.

Social Psychology
APSY-GE.2003 30 hours: 3 units.
Prerequisite: a course in general or educational psychology.

Experimental Psychology
APSY-GE.2005 45 hours: 3 units.
Prerequisite: one year of statistics or measurement, or permission of instructor.

Sexual Decision Making and Risk Taking in Adolescence
APSY-GE.2008 30 hours: 3 units.

Psychology of Women
APSY-GE.2014 30 hours: 3 units.
Prerequisite: a course in general psychology or equivalent.

Health Psychology and Human Development
APSY-GE.2022 30 hours: 3 units.

Cognitive Behavior Therapy: Theory and Applications
APSY-GE.2025 30 hours: 3 units.

Abnormal Psychology
APSY-GE.2038 30 hours: 3 units.
Prerequisite: APSY-GE.2039 or equivalent.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Hours</th>
<th>Units</th>
<th>Prerequisites</th>
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<tr>
<td>Theories of Personality</td>
<td>APSY-GE.2039</td>
<td>30</td>
<td>3</td>
<td>Prerequisite: a graduate course in general, developmental, or educational psychology.</td>
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<tr>
<td>Human Growth and Development</td>
<td>APSY-GE.2138</td>
<td>30</td>
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<tr>
<td>Adolescent Development: Theory and Research</td>
<td>APSY-GE.2272</td>
<td>30</td>
<td>3</td>
<td>Prerequisites: a course in developmental psychology and a course in sociology, social psychology, or the study of cultures.</td>
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<tr>
<td>Women and Mental Health</td>
<td>APSY-GE.2041</td>
<td>30</td>
<td>3</td>
<td>Prerequisite: a course in general psychology or equivalent.</td>
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<tr>
<td>Measurement: Classical Test Theory</td>
<td>APSY-GE.2140 (formerly APSY-GE.2035)</td>
<td>45</td>
<td>3</td>
<td>45 hours: 3 units. Prerequisite: APSY-GE.2140 or equivalent, or permission of instructor.</td>
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<tr>
<td>Risk and Resilience</td>
<td>APSY-GE.2279</td>
<td>30</td>
<td>3</td>
<td>Prerequisite: a graduate-level course in developmental psychology or work experience in the area of developmental psychology.</td>
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<tr>
<td>Action Approaches to Mental Health Counseling</td>
<td>APSY-GE.2045</td>
<td>30</td>
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<tr>
<td>Issues in Counseling People with Disabilities</td>
<td>APSY-GE.2068</td>
<td>30</td>
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<tr>
<td>Research and Evaluation in the Behavioral Sciences</td>
<td>APSY-GE.2070</td>
<td>45</td>
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<tr>
<td>Research Design and Methodology in the Behavioral Sciences I</td>
<td>APSY-GE.2073</td>
<td>45</td>
<td>3</td>
<td>Required of doctoral students in the Department of Applied Psychology. Open by permission of instructor.</td>
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<tr>
<td>Psychological Disturbances in Children</td>
<td>APSY-GE.2181</td>
<td>30</td>
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<tr>
<td>Temperament-Based Intervention</td>
<td>APSY-GE.2184</td>
<td>30</td>
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<tr>
<td>Cognitive Development</td>
<td>APSY-GE.2198</td>
<td>30</td>
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<tr>
<td>Cross-Cultural Research Methods</td>
<td>APSY-GE.2222</td>
<td>30</td>
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<tr>
<td>Emotional Development in Childhood: Organization and Neurobiology</td>
<td>APSY-GE.2261</td>
<td>30</td>
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<td>Prerequisite: Introductory graduate-level course in statistics and developmental psychology.</td>
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<tr>
<td>Early Childhood: The Development of Self-Regulation</td>
<td>APSY-GE.2265</td>
<td>30</td>
<td>3</td>
<td>Prerequisite: Introductory graduate-level course in statistics and developmental psychology.</td>
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<tr>
<td>Intervention/Prevention in Early Childhood Contexts</td>
<td>APSY-GE.2270</td>
<td>30</td>
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<td>Prerequisite: Introductory graduate-level course in developmental psychology or permission of instructor.</td>
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<tr>
<td>Social Psychology, Intervention, and Social Change</td>
<td>APSY-GE.2605</td>
<td>30</td>
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<tr>
<td>Developmental and Prevention Science</td>
<td>APSY-GE.2094</td>
<td>30</td>
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<tr>
<td>Survey of Development Psychology: Advanced</td>
<td>APSY-GE.2271</td>
<td>30</td>
<td>3</td>
<td>Prerequisite: an introductory course in psychology or educational psychology.</td>
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<tr>
<td>Cultural and Context Psychology</td>
<td>APSY-GE.2105</td>
<td>30</td>
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<tr>
<td>Psychological Research in Infancy</td>
<td>APSY-GE.2115</td>
<td>30</td>
<td>3</td>
<td>Prerequisite: a course in developmental or educational psychology.</td>
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<tr>
<td>Case Seminar in Trauma Studies: Transdisciplinary Perspectives of Clinical Work</td>
<td>APSY-GE.2505</td>
<td>30</td>
<td>3</td>
<td>Prerequisite: APSY-GE.2500 or permission of instructor.</td>
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<td>Gestalt Therapy: An Overview of Theory and Practice</td>
<td>APSY-GE.2093</td>
<td>30</td>
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<tr>
<td>Social Dynamics: Theory and Practice</td>
<td>APSY-GE.2620*</td>
<td>45</td>
<td>3</td>
<td>45 hours: 3 units. Prerequisite: APSY-GE.2620.</td>
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<tr>
<td>Developmental and Prevention of Adolescents</td>
<td>APSY-GE.2097</td>
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<tr>
<td>Advanced Group Dynamics: Consultation and Facilitation</td>
<td>APSY-GE.2625**</td>
<td>45</td>
<td>3</td>
<td>Prerequisite: APSY-GE.2620.</td>
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<tr>
<td>Psychological Research in Infancy</td>
<td>APSY-GE.2115</td>
<td>30</td>
<td>3</td>
<td>Prerequisite: a course in developmental or educational psychology.</td>
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<tr>
<td>Survey of Development Psychology: Advanced</td>
<td>APSY-GE.2271</td>
<td>30</td>
<td>3</td>
<td>Prerequisite: an introductory course in psychology or educational psychology.</td>
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<tr>
<td>Research Design and Methodology in the Behavioral Sciences II</td>
<td>APSY-GE.2074*</td>
<td>45</td>
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<td>Prerequisite: APSY-GE.2073 or permission of instructor.</td>
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<td>Groups with Children and Adolescents</td>
<td>APSY-GE.2105</td>
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<tr>
<td>Research Design and Methodology in the Behavioral Sciences II</td>
<td>APSY-GE.2073*</td>
<td>45</td>
<td>3</td>
<td>Required of doctoral students in the Department of Applied Psychology. Open by permission of instructor.</td>
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<tr>
<td>Developmental and Prevention of Adolescents</td>
<td>APSY-GE.2097</td>
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<tr>
<td>Social Dynamics: Theory and Practice</td>
<td>APSY-GE.2620*</td>
<td>45</td>
<td>3</td>
<td>45 hours: 3 units. Prerequisite: APSY-GE.2620.</td>
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<td>Psychological Research in Infancy</td>
<td>APSY-GE.2115</td>
<td>30</td>
<td>3</td>
<td>Prerequisite: a course in developmental or educational psychology.</td>
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</table>

*Formerlyparamref

**Please be advised that licensing agencies and placement facilities in your field of study may require that you undergo a criminal background check, the results of which the agency or facility must find acceptable prior to placement or licensure.
<table>
<thead>
<tr>
<th>Course Title</th>
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<th>Units</th>
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<td>Career Counseling</td>
<td>APSY-GE.2635</td>
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<tr>
<td>Professional Orientation and Ethical Issues in School Counseling</td>
<td>APSY-GE.2650</td>
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<tr>
<td>Internship in Counseling for Mental Health and Wellness</td>
<td>APSY-GE.2651</td>
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<tr>
<td>Internship in School Counseling</td>
<td>APSY-GE.2656</td>
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<td>Internship in School Counseling II</td>
<td>APSY-GE.2668</td>
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<td>Religiousity and Spirituality: Theory, Research, and Counseling</td>
<td>APSY-GE.2669</td>
<td>30</td>
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<tr>
<td>Interpretation and Use of Tests in Counseling Adults</td>
<td>APSY-GE.2672</td>
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<tr>
<td>Interpretation and Use of Tests in Counseling Children and Adolescents</td>
<td>APSY-GE.2673</td>
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<td>Cross-Cultural Counseling</td>
<td>APSY-GE.2682</td>
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<tr>
<td>Grief and Bereavement Counseling</td>
<td>APSY-GE.2683</td>
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<tr>
<td>Marriage, Couple, and Family Counseling</td>
<td>APSY-GE.2684</td>
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<td>Foundations of Counseling for Mental Health and Wellness</td>
<td>APSY-GE.2661</td>
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<tr>
<td>Foundations of School Counseling</td>
<td>APSY-GE.2662</td>
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<td>Program Development and Evaluation in Counseling</td>
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<td>Internship in School Counseling I</td>
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<td>Internship in School Counseling II</td>
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<td>Religiosity and Spirituality: Theory, Research, and Counseling</td>
<td>APSY-GE.2669</td>
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<tr>
<td>Interpretation and Use of Tests in Counseling Adults</td>
<td>APSY-GE.2672</td>
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<td>Advanced Seminar in Psychology and Social Intervention</td>
<td>APSY-GE.2630</td>
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<td>Family and Schools</td>
<td>APSY-GE.2831</td>
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<td>Child Development and Social Policy</td>
<td>APSY-GE.2832</td>
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<tr>
<td>Research: Using Mixed Methods</td>
<td>APSY-GE.2835</td>
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<tr>
<td>Project Research Seminar I</td>
<td>APSY-GE.2837</td>
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<tr>
<td>Project Research Seminar II</td>
<td>APSY-GE.2838</td>
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<tr>
<td>Project Research Seminar: PSI</td>
<td>APSY-GE.2839</td>
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<td>Play and Drama Therapy with Children and Adolescents</td>
<td>APSY-GE.2840</td>
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<tr>
<td>Positive Psychological Development: Innovations in Theory, Research, and Practice</td>
<td>APSY-GE.2870</td>
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<td>Psychology of Gender Roles and Sex Differences</td>
<td>APSY-GE.2880</td>
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<td>Gay, Lesbian, Bisexual, and Transgender People: Individual Study</td>
<td>APSY-GE.2892</td>
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<tr>
<td>Counseling Gay, Lesbian, Bisexual, and Transgender Youth</td>
<td>APSY-GE.2895</td>
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</table>
Courses, continued

Counseling Gay, Lesbian, Bisexual, and Transgender Adults and Older Adults
APSY-GE.2896 30 hours: 3 units.

Dissertation Proposal Seminar in Applied Psychology
APSY-GE.3001* 30 hours: 3 units.
Open only to doctoral students in applied psychology, or by permission of instructor.

Departmental Seminar: Theories of Change in Applied Psychology
APSY-GE.3009* 30 hours: 3 units.
Open to doctoral candidates in applied psychology.

Internship in Counseling Psychology
APSY-GE.3016 0 units.
Full-time one-year internship required of all doctoral students in counseling psychology.
Prerequisites: Doctoral candidacy and approved doctoral dissertation proposal.

Seminar: Current Issues in Developmental Psychology
APSY-GE.3021* 30 hours: 3 units.
Prerequisite: open only to doctoral students in developmental psychology; other doctoral students by permission of instructor.

Listening Guide Method of Psychological Inquiry
APSY-GE.3040 30 hours: 3 units.

Advanced Listening Guide
APSY-GE.3045 30 hours: 3 units.

Historical Perspectives of Psychological Theory
APSY-GE.3103 30 hours: 3 units.

Supervised Advanced Counseling Practicum: Individual and Group I, II
APSY-GE.3607, 3608** 225 hours: 2 units each term. Hours arranged.
Registration by permission of program adviser and practicum director. Open to candidates in counseling psychology.

Counseling Psychology Program Seminar
APSY-GE.3611, 3612* 60 hours: 3 units each term.
Prerequisite: doctoral matriculation. Required of all doctoral students in counseling psychology during the first or second year in the program.

Forum in Counseling Psychology
APSY-GE 3620 30 hours : 3 units.
Prerequisite: doctoral matriculation. Required of all doctoral students in counseling psychology during the first or second year in the program.

Practicum in Counselor Training
APSY-GE.3629** 45 hours: 3 units.
Prerequisite: permission of instructor. Enrollment limited to advanced sixth-year and doctoral students in counseling psychology.

Seminar in Counseling Theory and Research
APSY-GE.3633* 30 hours: 3 units.
Open to advanced sixth-year and doctoral students in counseling psychology.

Seminar in Vocational Development Theory and Research
APSY-GE.3657 30 hours: 3 units.
Prerequisite: Open to advanced sixth-year and doctoral students in counseling psychology.

Clinical Assessment in Counseling Psychology I and II
APSY-GE.3665, 3666* 45 hours: 3 units each term.
Prerequisites: graduate courses in test interpretation, abnormal psychology, and personality theory.

IES-Predoctoral Interdisciplinary Training Seminar on Causal Interference I and II
APSY-GE 3901, 3902 30 hours: 3 units each term.