

New York University Bulletin



GRADUATE 2009-2011

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Steinhardt School of Culture, Education, and Human Development

Applied Psychology

Art

Education

Health

Media

Music



DEPARTMENT OF

Applied Psychology

DEGREES:
M.A., Psy.D., Ph.D.

CERTIFICATE:
Advanced Study

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Graduate study in the Department of Applied Psychology is embedded in three significant contexts: the history of graduate training in psychology and counseling, our urban location, and the mission of the Steinhardt School of Culture, Education, and Human Development. The history of graduate training in psychology carries with it a commitment to a range of training models. At the doctoral level, these include the scientist-practitioner, the scientist-researcher, and the practitioner-scholar. At the master's level, students are offered opportunities to pursue professional preparation and/or studies foundational to further graduate work. As a department in an urban university, we are 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, we are actively involved in research and community outreach, with particular emphasis on human development in context and throughout the life span.

The Department of Applied Psychology includes both theoretical and applied courses in the field of psychology and counseling, as well as courses in research methods and measurement. Though emphases and specific core requirements differ somewhat from program to program, each advanced program includes a commitment to this strong foundation in psychological science. Thus, all doctoral students are required to gain proficiency in core areas of psychology, selected by advisement from among the following: social-emotional development, personality, history and systems, biological bases of behavior, social psychology, cognition, learning, and measurement/evaluation.

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

CONTENTS

<i>Faculty</i>	164
<i>Special Departmental Features</i>	167
<i>Counseling and Guidance and Counseling for Mental Health and Wellness (M.A., Cert.)</i>	168
<i>Counseling Psychology (Ph.D.)</i>	169
<i>Educational Psychology (M.A.)</i>	170
General Educational Psychology	170
Psychological Measurement and Evaluation	171
<i>Psychological Development (Ph.D.)</i>	171
<i>School Psychology (Cert., Psy.D., Ph.D.)</i>	172
<i>Psychology and Social Intervention (Ph.D.)</i>	174
<i>Financial Aid Opportunities</i>	175
<i>Courses</i>	175

Notice: The programs, requirements, and schedules listed herein are subject to change without notice. A directory of classes is published each term with a current schedule. For the most up-to-date schedule changes, please consult ALBERT, NYU's student information Web site.

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 identity; communication and creative expression; trauma and resilience; self-regulation and academic achievement; and cultural diver-

sity and immigration. The counseling and school psychology doctoral programs provide the credentials required for graduates to sit for the New York State Psychology Licensing Examination, provided they also meet the experiential require-

ments, some of which are postdoctoral. The Ph.D. degrees in counseling psychology and school psychology are fully accredited by the American Psychological Association.

Faculty

J. Lawrence Aber, *Professor of Applied Psychology*. B.A. 1973, *Harvard*; Ph.D. 1982, *Yale*.

The influence of poverty and violence, at the family and community levels, on the development of children and youth; rigorous evaluations of innovative programs and policies for children, youth, and families; child development and social policy; parent development.

Ikuko Acosta, *Clinical Assistant Professor of Art and Art Education and Applied Psychology*. B.A. 1966, *Rutgers*; M.A. 1981, *Ph.D.* 2002, *New York; ATR-BC*.

Director of the Graduate Art Therapy Program. Over 20 years of extensive and varied clinical experience as an art therapist and art therapy supervisor. Worked with a wide range of populations, including geriatrics, adults, adolescents, and children. Presented numerous lectures, workshops, and in-services throughout the United States and other countries, including Italy, Korea, Iceland, and Turkey. Published articles in *American Journal of Art Therapy* and currently serves as an Educational Committee member at the American Art Therapy Association, Inc.

Alisha Ali, *Associate Professor of Applied Psychology*. B.Sc. 1992, *M.Sc.* 1996, *Ph.D.* 1998, *Toronto*.

Women's mental health and well-being; psychosocial influences on depression; mental health effects of poverty, discrimination, and emotional abuse; cross-cultural research.

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

Urban adolescent development; emergent adulthood; civic engagement and economic literacy; early childhood preventive interventions; impact of socio-cultural and ecological factors on human development.

Judith L. Alpert, *Professor of Applied Psychology*. B.A. 1966, *Tufts*; M.A. 1969, *Ph.D.* 1973, *Columbia*.

Professional issues in psychology; trauma; psychology of women; child sexual abuse; psychoanalytic theory.

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

Social psychology; educational psychology; experimental methods; the psychology of prejudice. Research on "stereotype threat," vulnerability and resilience to stigma in racial and cultural minorities, effects of prejudice on development and educational outcomes (motivation, learning, standardized test performance, and self-concept), particularly among minority children and adolescents.

Clancy Blair, *Professor of Cognitive Psychology*. B.A. 1984, *McGill*; M.A. 1993, *M.P.H.* 1996, *Ph.D.* 1996, *Alabama (Birmingham)*.

Cognitive development and emotional development and their intersection with a focus on early childhood; the development of school readiness and the design and implementation of programs to promote school success; psychophysiology of stress and the relation of stress physiology to early rearing experience; research design and longitudinal data analysis.

Mary M. Brabeck, *Professor of Applied Psychology and Dean of the Steinhardt School of Culture, Education, and Human Development*. B.A. 1967, *Minnesota*; M.S. 1970, *St. Cloud*; *Ph.D.* 1980, *Minnesota*. Intellectual and ethical development; gender and culture; values and conceptions of the moral self; human rights education; service learning; interprofessional collaboration; professional ethics; feminine ethics.

Sean P. "Jack" Buckley, *Associate Professor of Applied Statistics and Applied Psychology*. B.A. 1994, *Harvard*; M.A. 2001, *Ph.D.* 2003, *SUNY (Stony Brook)*. Intersection of public education policy and applied statistics; effects of charter school enrollment on academic out-

comes; behavior decision theory of school choice; methods of cross-cultural comparison of attitudinal data; power analysis for modern regression discontinuity designs using local polynomial regression.

Elise Cappella, *Assistant Professor of Applied Psychology*. B.A. 1993, *Yale*; M.A. 2000, *Ph.D.* 2004, *California (Berkeley)*. Integration of psychology and education; education and public policy; prevention of social aggression among girls; violence and aggression in school contexts; predictors of high school students' academic resilience; linking mental health and after-school programs in urban poor communities; addressing inequalities in children's school experience.

Ronald P. Esposito, *Associate Professor of Applied Psychology*. B.S. 1966, *Georgetown*; M.S. 1969, *Ph.D.* 1974, *Fordham*.

Group dynamics; consultation; cross-cultural counseling; vocational development; organizational development/work redesign; emphasis on primary prevention and social, political, and economic influences.

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

Social emotional learning; studying children's and adolescents' response to stress and loss; integrating Gestalt and cognitive therapies; photography and visual narratives; women's issues in mental health.

Carol Gilligan, *University Professor of Applied Psychology and the Humanities*. B.A. 1958, *Swarthmore College*; M.A. 1961, *Radcliffe College*; *Ph.D.* 1964, *Harvard*.

Developmental and clinical psychology; qualitative research methods; gender studies.

Arnold H. Grossman, *Professor of Applied Psychology and Vice Chair*. B.S. 1963, *City College (CUNY)*; M.S.W. 1965, *Ph.D.* 1970, *New York; LMSW, ACSW*.
Research interests include psychosocial experiences and health behaviors of the gay, lesbian, and bisexual population and of adolescents and older adults; gender identity, gender expression, and mental health issues among transgender adolescents; stress and adaptation among families of gay, lesbian, bisexual, and transgender adolescents; HIV/AIDS prevention education; and psychosocial experiences of those who are vulnerable, stigmatized, victimized, and socially alienated.

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)*.
Health and human development; community health research; HIV primary and secondary prevention and counseling; drug abuse prevention and counseling; sexual identity and masculinities in adulthood; applied quantitative research methodology and statistics; measurement and evaluation; modern and classical test theory; qualitative research.

Jennifer L. Hill, *Associate Professor of Social Sciences and Applied Psychology*. B.A. 1991, *Swarthmore College*; M.S. 1995, *Rutgers*; *Ph.D.* 2000, *Harvard*.
Interests focus on methodological issues that plague policy research, primarily causal inference in the absence of randomized experiments and missing data or hierarchically structured data.

Barbara Hesser, *Associate Professor of Music Therapy and Applied Psychology; Artist in Residence*. B.M. 1970, *DePauw*; B.S. 1973, M.S. 1974, *Combs College of Music; CMT*.
Has served as president, vice president, journal editor, and vice chairperson of the Education and Training Committee of the American Association for Music Therapy.

Diane Hughes, *Professor of Applied Psychology*. B.A. 1979, *Williams College*; M.S. 1983, *Ph.D.* 1988, *Michigan*.
Understanding the nature of racial socialization within African American families and families of other ethnic groups; explores the ways in which parents from a range of ethnic backgrounds communicate to children about race and ethnicity in the course of their daily routines and practices using quantitative, qualitative, and ethnographic methods.

Theresa J. Jordan, *Associate Professor of Applied Psychology*. B.A. 1971, M.A. 1972, *Ph.D.* 1979, *New York*.
Biases in decision making, particularly ageism, racism, and sexism; impact of physicians' biases on patient health care decisions; effects of medical illness on life span adjustments and role performance; extensive use of mathematical modeling/computer modeling to address the above topics.

Samuel Juni, *Professor of Applied Psychology*. B.S. 1973, *Brooklyn College (CUNY)*; M.A. 1975, *Ph.D.* 1978, *SUNY (Buffalo)*.
Psychopathology and differential diagnosis; operationalizing psychoanalytic constructs and personality; assessment theory and test construction; quantitative research of defense mechanisms and object relations.

Robert Landy, *Professor of Educational Theatre and Applied Psychology*. B.A. 1966, *Lafayette*; M.S. 1970, *Hofstra*; *Ph.D.* 1975, *California (Santa Barbara)*.
Theory and practice of drama therapy; therapeutic theatre; musical theatre; the spiritual lives of children; trauma; emotion; group dynamics.

Jacqueline Mattis, *Associate Professor of Applied Psychology and Chair*. B.A. 1989, *New York; Ph.D.* 1995, *Michigan*.
African American religiosity and spirituality; African American prosocial and positive psychological development; intersection between gender, culture, and religious and spiritual life; qualitative research methods.

Sandee McClowry, *Professor of Applied Psychology and Teaching and Learning*. B.S. 1980, M.S. 1981, *Northern Illinois; Ph.D.* 1988, *California (San Francisco)*; 1999 *postdoctoral fellow, Yale University*.
Children's temperament, prevention/intervention in inner-city schools, parenting, and classroom management.

Mary McRae, *Associate Professor of Applied Psychology*. B.A. 1971, *City College (CUNY)*; M.S. 1976, *Brooklyn College (CUNY)*; *Ed.D.* 1987, *Columbia*.
Multicultural counseling and training; group dynamics specializing in T-group and Tavistock models; issues concerning race, gender, and class; psychoanalytic theory and qualitative research methods.

Christine M. McWayne, *Associate Professor of Applied Psychology*. B.S. 1996, *Abilene Christian*; M.S.Ed. 1998, *Ph.D.* 2003, *Pennsylvania*.
Family involvement in young, low-income children's education; whole-child assessment of school readiness; partnership-based models of community research.

Gigliana Melzi, *Associate Professor of Applied Psychology*. B.A. 1989, *Clark*; M.A. 1992, *Ph.D.* 1998, *Boston*.
Language and literacy development with special focus on the acquisition of discourse and narrative skills in preschool children. Emphasis on the influence of social and cultural factors in children's language development, especially in the context of parent-child interactions.

Ronald Moglia, *Associate Professor of Applied Psychology*. B.S. 1966, *Ursinus College*; M.S. 1968, *Ed.D.* 1976, *Temple*.
Sexual knowledge, attitudes, and beliefs and their impact on human behavior in all cultures. Research interests include sexual learning in young children and social sexual behaviors of seniors.

Randolph L. Mowry, *Clinical Associate Professor of Applied Psychology*. B.A. 1975, *College of William and Mary*; *Ph.D.* 1985, *Tennessee (Knoxville)*.
International Classification of Function, Disability and Health (ICF); applications with people who are deaf or hard of hearing; language issues in counseling with deaf people who use American Sign Language; employment issues with people who are deaf or hard of hearing.

Sumie Okazaki, *Associate Professor of Applied Psychology*. B.S. 1988, *Michigan*; M.A. 1990, *Ph.D.* 1994, *California (Los Angeles)*.
Asian American psychology; cultural diversity issues in counseling; race and ethnicity in mental health; immigrant families—with a particular interest in how parents and children respond to the challenges and stresses associated with immigration.

C. Cybele Raver, *Professor of Applied Psychology*. B.A. 1986, *Harvard*; *Ph.D.* 1994, *Yale*.
Developmental psychology and public policy; family processes, children's self-regulation, and children's school readiness placed in educational, economic, and sociocultural contexts; the impact of policies and programs that support low-income children.

Mary Sue Richardson, *Professor of Applied Psychology*. B.A. 1967, *Marquette*; *Ph.D.* 1972, *Columbia*.
Vocational psychology with special focus on work and relationships as developmental contexts; gender issues and counseling women; counselor supervision and training; psychoanalytic and psychodynamic theory and therapy; feminist, qualitative, and action research methods.

Edward Seidman, *Professor of Applied Psychology*. B.S. 1963, *Pennsylvania State*; M.A. 1965, *Temple*; Ph.D. 1969, *Kentucky*.

Understanding the relationship between the pattern of transactions among people and their social contexts (social regularities); the identification of strategies, tactics, and loci of intervention to alter the social regularities of a setting and promote positive psychological development; culture of schools and classrooms and how these "cultures" impact on the well-known "achievement gap."

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

Interplay between individual development, well-being, and social contexts; links between ethnicity, socioeconomic status, gender, neighborhood factors, and an array of outcomes including academic achievement and engagement.

Carola Suárez-Orozco, *Professor of Applied Psychology*. B.A. 1978, *California (Berkeley)*; Ph.D. 1993, *California School of Professional Psychology*.

Cultural psychology; immigrant youth and immigrant families; ethnic identity formation; gendered patterns of academic engagement and disengagement; cross-cultural research; adolescent development; family separations.

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

Multicultural assessment practice; qualitative research methods; intelligence testing with diverse populations; cultural differences in emotional intelligence.

Catherine Tamis-LeMonda, *Professor of Applied Psychology*. B.A. 1983, Ph.D. 1987, *New York*.

Cognitive development, language acquisition, and communicative development across the first three years. Emphasis on parenting practices and cultural views and contextual influences on the unfolding abilities of infants and toddlers.

Niobe Way, *Professor of Applied Psychology*. B.A. 1985, *California (Berkeley)*; Ed.D. 1994, *Harvard*.

Social and emotional development among urban adolescents; resiliency among adolescent mothers; the impact of school environments on child and adolescent development; qualitative research methods.

Willavene Wolf, *Professor of Applied Psychology*. B.S. 1954, *Rio Grande College*; M.A. 1957, Ph.D. 1969, *Iowa (Iowa City)*.

Cognitive development; language development; teacher-child interactions as related to literacy development; relationship between reading/writing.

FIELDWORK AND INTERNSHIP COORDINATORS

Christiane Manzella, *Applied Psychology Undergraduate Program, and Doctoral Programs in School and Counseling Psychology*. B.Mus. 1970, M.M. 1971, *Michigan State*; M.A. 1980, Ph.D. 1991, *New York*.

Psychologist, New York State. Certified in Thanatology (death and dying, grief and bereavement); clinical training, assessment, and testing.

Corinne Miller Weinman, M.A. *Counseling and Guidance, and Counseling for Mental Health and Wellness Programs*. B.A.Ed. 1969, *City College (CUNY)*; M.A. 1977, *New York*. Certified Rehabilitation Counselor 1977. Graduate Fellow, American Institute of Psychoanalysis and Psychotherapy.

ACADEMIC AFFAIRS ADMINISTRATOR

Bert F. Breiner, B.S.L. 1970, *Georgetown*; S.T.M. 1973, *General Theological Seminary*; Ph.D. 1985, *Birmingham (England)*.

Adjunct Faculty

Maxim Belkin, *Ph.D.*

Yitzhak Berger, *B.A., Ph.D.; CRC, LP*

Michael Boehm, *B.A., M.A., Ph.D.*

Mary Boncher, *B.A., M.S., Ph.D.*

Carol Butler, *Ph.D.*

Cristina Casanova, *M.A., M.Ed.; SEP*

Barbara Cooper, *B.A., M.A., M.S., Ed.D.*

Josefina Costa, *Ed.M., M.A.; CRC*

Phyllis Dulberg, *M.A.*

Beth Fischgrund, *Ph.D.*

George Garcia, *B.A., M.A.*

Andrew Getzfeld, *Ph.D.*

Lloyd Goldsamt, *Ph.D.; LP*

Richard Grallo, *B.A., M.S., Ph.D.*

Christina Horner, *B.A., M.A.*

Bonnie Harwayne, *M.S.Ed.*

Gary Jacobson, *M.S.W.; LCSW*

Lisa Jaeger, *M.A.*

Roy Jerome, *Ph.D.*

Mark Johnson, *Ph.D.*

Carrie King, *Ph.D.*

Michael J. Koski, *Ph.D.*

Robert Kuisis, *M.A., M.A., Ph.D.*

Maria LaRusso, *Ph.D.*

David Layman, *Ph.D.*

Judy Lief-Recalde, *B.A., M.A., Ph.D.*

Tamar Manor, *B.A., M.A.*

Christiane Manzella, *B.M., M.M., M.A., Ph.D.*

Michael Maurer, *Ph.D.*

Mary McCarty-Arias, *M.A.; CRC*

Patrick Meade, *B.E., M.B.A.*

Robert G. Meagher, *Ph.D.*

J. Laurence Miller, *Ph.D.*

Lynn Rigney, *Ph.D.*

Elana Rosof, *Ph.D.*

Jeffrey Steedle, *Ph.D.*

Janna Sweeney, *B.A., M.A.*

Peter Walter, *Ph.D.*

Anna-Marie Weber, *Ph.D.*

Lisa Weinberg, *Ph.D.*

Janet Wolfe, *Ph.D.*

Grace Wong, *Ph.D.*

Nancy Ziehler, *B.A., M.S., Ph.D.*

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 is a behavioral research center that conducts formative and intervention-based research in the areas of health, identity, and disease prevention, with an emphasis on the HIV and drug abuse epidemics. Our approach is multidisciplinary and examines the intersection of biological, contextual, cultural, and psychosocial factors. One of our principal missions is to identify and promote strategies to prevent the spread of these epidemics and to improve the lives of people living with these conditions. The center is directed by Dr. Perry Halkitis. For more information, visit www.steinhardt.nyu.edu/appsych.

THE CENTER FOR RESEARCH ON CULTURE, DEVELOPMENT, AND EDUCATION

We have recently experienced unprecedented change in the lives of children and youth in New York City, the United States, and elsewhere in the world because of globalization, shifting demographic and immigration patterns, technological advances, and changes to the social and economic structures of families and institutions. By 2040, it is projected that the majority of U.S. children will be nonwhite. In the largest U.S. cities, such as New York, this is already the case. In light of these changing demographics, questions about the factors that promote the school readiness and academic achievement of children and youth across diverse ethnic and cultural groups are critical to address. Nonetheless, there continues to be a lack of research on the trajectories of academic success among children and youth across different ethnic and immigrant groups. Social scientists are finding they must "go back to the drawing board" to devise entirely new, culturally sensitive

methods of inquiry if they are to identify pathways to successful outcomes. Faculty and students of the Center for Research on Culture, Development, and Education (CRCDE) are doing just that. The center is codirected by Drs. Catherine Tamis-LeMonda, Niobe Way, Diane Hughes, and Hirokazu Yoshikawa.

The Center for Research on Culture, Development, and Education Web site is 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 children's healthy development and school success to the forefront of policy-making 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 policy makers, 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 is currently directing 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.

INFANCY STUDIES LABORATORY

The Infancy Studies Laboratory (212-998-5399) is a resource for students conducting research on infant learning and parenting views and engagement styles. The laboratory is equipped with PC and Mac computers, camcorders, VCRs, and standardized infant tests.

MEASUREMENT LABORATORY

The Measurement Laboratory is a multi-purpose resource for student and faculty use. The laboratory houses a collection of educational and psychological tests and reference books containing critical reviews of tests. Also housed in the laboratory are reference books on measurement, research, and statistics. PC computers are available for student use, including data entry and analysis, self-instructional program use, and evaluation of software.

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 the majority of children in the U.S., bringing linguistic and cultural diversity to the institutions with which they come in contact. Technological developments will proceed at a pace that may outstrip school systems' capacity to adequately prepare children. The homes of children, youth, and adults 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 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 social, behavioral, health, and policy sciences. In the spirit of the common enterprise university, the institute brings together faculty, graduate students, and undergraduate students from professional schools and the Faculty of Arts and Science. The institute's Governing Committee includes Professor Lawrence Aber, chair (Department of Applied Psychology); Professor Beth C. Weitzman (Program in Health and Policy Management, Wagner Graduate School of Public Service); Professor Christopher Flinn (Department of Economics, FAS); and Marcelo Suárez-Orozco, Courtney Sale Ross University Professor of Globalization and Education. The institute's director is Dr. C. Cybele Raver.

Counseling and Guidance and Counseling for Mental Health and Wellness

Director
Alisha Ali

Kimball Hall
212-998-5555

Degree
M.A.

Certificate
Advanced Study

Faculty
Ali, Grossman, Juni,
Mattis, McRae,
Mowry, Okazaki,
Richardson, Suzuki

Affiliated Faculty
Landy

Director of Internship
Weinman

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 our 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 and guidance 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 in Mental Health Counseling 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.

CAREER OPPORTUNITIES

A degree in counseling can open the door to a range of professional opportunities. Graduates of the school counseling or bilingual school counseling program move on to positions in elementary, middle, and high schools, working with students on counseling and guidance-related issues. Graduates of the program in Counseling for Mental Health and Wellness will be well placed to seek careers in both public and private agencies, including community mental health programs, university counseling centers, hospitals, HIV and AIDS outreach programs, and substance abuse treatment centers. Completion of New York State Licensure requirements allows one to engage in private psy-

chotherapy practice. Many graduates go on to pursue advanced degrees, including doctoral study.

DEGREE REQUIREMENTS

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

Students in this program complete 48 points of course work. All students are required to take 34 points in the following core courses: Professional Orientation and Ethical Issues in School Counseling *E63.2650*, Foundations of School Counseling *E63.2662*, Counseling: Theory and Process *E63.2657*, Research and Evaluation in Behavioral Sciences *E63.2070*, Individual Counseling Practice Labs I and II *E63.2658,2659*, Cross-Cultural Counseling *E63.2682*, Developmental Psychology *E63.2271* or *E63.2272*, Group Dynamics *E63.2620*, Dynamics of Vocational Development *E63.2634*, Program Development and Evaluation *E63.2663*, and Interpretation and Use of Tests in Counseling Children and Adolescents *E63.2673*.

In addition to the core curriculum, students in school counseling complete a yearlong, 8-point (400 hours) internship in a school that is selected by the student in consultation with the director of internship. Course work for this sequence includes Internship in School Counseling I *E63.2667* (4 points) and Internship in School Counseling II *E63.2668* (4 points).

Students must also take 3 points in applied content area (see below), as well as one course (3 points) 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 points of course work. All students are required to take 37 points in the following core courses: Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness *E63.2651*, Foundations of Counseling for Mental Health and Wellness *E63.2661*, Counseling: Theory and Process *E63.2657*, Individual Counseling Practice: Labs I and II *E63.2658,2659*, Cross-Cultural Counseling *E63.2682*, Research and Evaluation in Behavioral Sciences *E63.2070*, Human Growth and Development *E63.2138*, Abnormal Psychology *E63.2038*, Group Dynamics: Theory and Practice *E63.2620*, Dynamics of Vocational Development *E63.2634*, Program Development and Evaluation *E63.2663*, and Interpretation and Use of Tests in Counseling Adults *E63.2672*. In addition to the core curriculum specified above, students also complete an 8-point, yearlong (600 hours) supervised internship. The internship experience is chosen by the student in consultation with the director of internship.

Course work for this sequence includes Internship in Counseling for Mental Health and Wellness I *E63.2655* (4 points) and Internship in Counseling for Mental Health and Wellness II *E63.2656* (4 points).

In addition, students choose one course (3 points) 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 points in applied content areas (see below).

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 course work 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 their adviser to develop this applied content area sequence.

Comprehensive Exams

All students in the M.A. Programs in Counseling and Guidance 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 three times if they are unsuccessful in their initial attempts.

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. A minimum of 30 points is required to complete this program of study, and the certificate is awarded on completion of three years of full-time professional work experience. Students may complete the program in one year of full-time study or three or more semesters of part-time study. Students design their own program of study in consultation with faculty advisers.

Course offerings for this program may include doctoral-level courses such as Seminar in Vocational Development Theory and Research *E63.3657*, Seminar in Counseling Theory and Research *E63.3633*, Supervised Counseling Practicum: Individual *E63.3607*, Clinical Assessment in Counseling Psychology I and II *E63.2665, 2666*. Additional courses are available in the offerings of the Department of Applied Psychology and in the Programs of Music Therapy, Drama Therapy, and Art Therapy, as well as other departments in NYU Steinhardt. Students may not complete more than one internship sequence under the advanced certificate option.

Counseling Psychology

Director

Lisa Suzuki

Kimball Hall
212-998-5555

Degree

Ph.D.

Faculty

Ali, Grossman, Juni,
Mattis, 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 a basic pattern in the education of psychologists—the scientist-practitioner model—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.

DEGREE REQUIREMENTS

For the completion of the doctorate, 96 points beyond the bachelor's degree are required. Additionally, as part of undergraduate or other graduate work, 18 points in psychology are prerequisites to the Ph.D. program. In the **Counseling Psychology Core** (33 points), students complete work in the dynamics of vocational development, counseling theory and process, cross-cultural counseling, group dynamics, abnormal psychology, program seminars, seminars in vocational development and counseling theory, and practicums in individual counseling and counselor training. Students must also take a **Counseling Psychology Specialty** (9 points), which can include courses in marriage counseling, women's development, thanatological counseling, or other elective courses; **Clinical Assessment and Testing** (9 points); **Statistics and Research Design** (18 points); **Educational Sociology** (3 points); and **Educational Philosophy or History of Education** (3 points). Students also must complete a **Psychology Core** (15 points), covering measurement and evaluation, history and systems, learning theory, experimental psychology, personality, developmental psychology, and the biological basis of behavior. In addition to points required, students must pass a candidacy examination, complete a full-year internship, complete an approved dissertation proposal and a dissertation, and pass a final oral examination of the dissertation.

Some courses may be waived, exempted, or passed by examination. A minimum of 48 points must be completed at New York University.

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 school and program admissions materials must be received by December 15. The GRE must be taken in time to allow the required five weeks for scores to arrive by December 15. Psychology GRE scores are not required. Applicants must also submit an autobiographical statement, following a program outline, and three letters of recommendation. Students are strongly encouraged to submit their financial aid application by January 15 as well. Contact the program directly for full details on program admission criteria.

Educational Psychology

Director

LaRue Allen

Kimball Hall
212-998-5555

Degree

M.A.

Faculty

Aber, Allen, Aronson,
Blair, Halkitis, Jordan,
Melzi, Tamis-LeMonda,
Way, Wolf

The M.A. Program in Educational Psychology offers students a solid graduate foundation in the core areas of 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 are challenged to 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 areas such as research and data collection 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 Master of Arts program complete 36 points of course work. The curriculum includes the following areas:

Core Requirements (9 points): Survey of Developmental Psychology/Advanced *E63.2271*, plus two courses from the following: Social Psychology *E63.2003*,

Abnormal Psychology *E63.2038*, Theories of Personality *E63.2039*, Psychological Disturbances in Children *E63.2181*, Cognitive Development *E63.2198*, Learning Theories *E63.2214*.

Concentration Requirements (24 points): 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 points): Applied Psychology Integrative Seminar *E63.2335* serves as the capstone to all students in the Master of Arts 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 points for completion. The curriculum includes the following:

Core Requirements (9 points): Survey of Developmental Psychology/Advanced *E63.2271*, plus two courses from the following: Social Psychology *E63.2003*, Abnormal Psychology *E63.2038*, Theories of Personality *E63.2039*, Psychological Disturbances in Children *E63.2181*, Cognitive Development *E63.2198*, Learning Theories *E63.2214*, Culture, Context, and Psychology *E63.2105*.

Concentration Requirements (24 points): Measurement: Classical Test Theory *E63.2140*; two courses in research methods (e.g., Educational Statistics *E10.2001*, Evaluation Methodology in the Behavioral Sciences I and II *E63.2173,2174*); 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 points) that complement their programs of study, such as multiculturalism and diversity, counseling, or women's studies.

Group A: Psychological Foundations and Development: Neuropsychology of Behavior *E63.2001*, Social Psychology *E63.2003*, Theories of Personality *E63.2039*, Emotional and Social Development *E63.2097*, Psychological

Research in Infancy *E63.2115*, Historical Perspectives of Psychological Theory *E63.2103*, Human Growth and Development *E63.2138*, Perceptual Development *E63.2197*, Cognitive Development *E63.2198*, Adolescent Development/Advanced *E63.2271*.

Group B: Educational Psychology and Learning: Child Development and the Program of Childhood Education *E25.2021*, Curriculum in Early Childhood Education *E25.2037*, Education of Infants and Toddlers *E25.2701*, Survey of Individual Cognitive Tests *E63.2019*, Educational Psychology *E63.2114*, Infant and Toddler Assessment *E63.2116*, Learning Theories *E63.2214*, Psychological Foundations of Learning Disabilities *E75.2131*.

Terminal Experience (3 points): Applied Psychology Integrative Seminar *E63.2335* serves as the capstone to all students in the Master of Arts program.

Psychological Measurement and Evaluation Concentration

As psychological measurement and evaluation have taken on new meaning in the behavioral sciences, the demand for people with training in this field has increased. This 36-point 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 points for completion. The curriculum includes the following:

Core Requirements (9 points): Survey of Developmental Psychology/Advanced *E63.2271*, plus two courses from the following: Social Psychology *E63.2003*, Abnormal Psychology *E63.2038*, Theories of Personality *E63.2039*, Psychological Disturbances in Children *E63.2181*, Cognitive Development *E63.2198*, Learning Theories *E63.2214*, Culture, Context, and Psychology *E63.2105*.

Concentration Requirements (24 points): Educational Statistics I and II *E10.2001,2002*; Measurement: Classical Test Theory *E63.2140*; Measurement: Modern Test Development *E63.2141*; Evaluation Methodology in the Behavioral Sciences I and II *E63.2173,2174*.

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

Terminal Experience (3 points): Applied Psychology Integrative Seminar *E63.2335* serves as the capstone to all students in the Master of Arts program.

Psychological Development

Director
Niobe Way

Kimball Hall
212-998-5555

Degree
Ph.D.

Faculty
Aber, Allen, Aronson,
Blair, Gilligan, Jordan,
Melzi, Şirin,
Tamis-LeMonda, Way

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 life span 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. Our research takes place in laboratories at New York University, 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 faced by individuals across development periods in our society. Through their course work 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 might be applied to issues in human development.
- A wide range of quantitative and qualitative research methodologies, including survey research, experimental, observational, ethnographic, and narrative and case studies.
- The skills to identify the roles of family members, peers, schools, neighborhoods, and communities on the life of the indi-

vidual, as well as how the individual shapes his or her own experiences.

- An understanding of how medical issues, 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 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 prevention of delinquency and violence.
- Children's learning 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.

Students who complete the program and acquire the appropriate work experience are eligible to sit for the New York State examination for the professional practice of psychology.

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 credits, depending on prior graduate course work. Academic offerings and requirements include the following:

- Core courses in the foundation areas of psychology (e.g., developmental, social, personality, learning, experimental, historical, neuropsychology).
- Courses in developmental psychology (e.g., cognitive, emotional and social development, language, perceptual development).
- Advanced content seminars in human development.
- Sequences in research design and methodology.
- 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, 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 222.

School Psychology

Director

Carola Suárez-Orozco

Kimball Hall

212-998-5555

Degrees

Ph.D., Psy.D.

Certificate as a School Psychologist

Faculty

Alpert, Cappella, Fodor, McClowry, McWayne, Suárez-Orozco

Internship Coordinator

Manzella

Note: The Psy.D., the Ph.D., and the certificate programs are currently not admitting students.

The doctoral and certificate programs are currently not admitting students.

As a psychological specialist and educational consultant, the school psychologist is concerned with the psychological well-being of children as it affects their educability, the educational program as it affects the psychological development of children, and the total physical, social, and emotional setting in which children and adolescents spend their formative years.

School psychology represents not the place one works, but rather the way one works—in other words, a professional mind-set accompanied by relevant skills. The school psychologist, whether a researcher, teacher, or practitioner in diverse settings, is sensitive to the ecosystem of the child. This includes recognition that fulfillment of the child's developmental needs requires successful negotiation of both the family system and the school system, while listening to and respecting the inner world of the child.

Several fundamental premises underlie the training of a psychologist with the Steinhardt School's Program in School Psychology. The school psychologist is both a scientist and a practicing professional involved in the extension and application of psychological knowledge. On the practitioner side, this includes training in assessment; designing and evaluating interventions; consultation; working with culturally diverse populations; working with parents, teachers, and school personnel; training in ethics; and knowledge of clinical research. On the researcher side, moving beyond grounding in basic quantitative and research methodology, school psychologists are trained in utilizing research skills in applied settings. Both sets of skills—the clinical and the research—are grounded in the context of familiarity with the school setting, with educational principles and problems, with the teaching-learning process and preventive mental health principles, as well as with the wider social context of family, community, and society. Accordingly, the Program in School Psychology offers courses of study to students seeking the scientist-practitioner model (the Ph.D. program) or the applied practitioner model (the Psy.D. program). For students who prefer not to pursue a doctoral degree, a program leading to a certificate of qualification in school psychology is available.

CAREER OPPORTUNITIES

Graduates from the certificate and doctoral programs will be certified as school psychologists in New York State and

legally qualified to work as school psychologists in most states. They may choose to work in public or private schools or in community mental health and hospital settings. Certificate graduates also find employment in clinical and educational children's settings such as learning disability centers, child-guidance clinics, pediatric services, hospitals, and social service agencies.

Doctoral graduates also work in clinical settings such as hospitals or mental health clinics, for social service agencies as staff psychologists, as mental health consultants to other types of organizations, as researchers and teachers at colleges and universities, or in private practice conducting psychological testing and/or psychotherapy with children, adults, and families. Some doctoral graduates teach in college or university settings.

ACADEMIC PREREQUISITES

Certificate applicants are expected to have completed 12 undergraduate credits in psychology (four courses) including experimental (laboratory course), personality, and two other psychology courses, as well as 6 undergraduate credits in education (two courses) from the following areas: curriculum or educational methods, remedial reading or learning disabilities, special education or exceptional children, or educational administration or supervision.

Doctoral applicants (Ph.D.) are expected to have completed 15 undergraduate credits in psychology (five courses), including experimental (laboratory course), personality, developmental, and two other psychology courses, as well as 6 undergraduate credits in education (two courses) from the following areas: curriculum or educational methods, remedial reading or learning disabilities, special education or exceptional children, or educational administration or supervision.

Certificate as a School Psychologist

This certificate program requires 69 points beyond the bachelor's degree in addition to related field experiences and internship. Students with previous graduate work will receive advanced standing. Those lacking sufficient undergraduate work will need additional credits. Students who lack a master's degree in psychology upon admission earn a supplementary master's degree in school psychological services en route.

The basic curriculum for certificate students includes courses in the following areas:

Psychological Foundations: 18 points including Neuropsychology of Behavior

E63.2001, Psychological Disturbances in Children *E63.2181*, Survey of Developmental Psychology *E63.2271*, Social Psychology *E63.2003*, Measurement and Evaluation: Construction of Psychological Tests *E63.2142*, Learning Theories *E63.2214*.

Educational Foundations: 6 points from those prerequisite areas not covered by undergraduate courses, including such courses as The Study of Reflective Teaching *E25.2357*, Teaching for Multicultural Understandings *E25.2011*, Literature for Younger Children *E25.2521*, Psychological Foundations of Learning Disabilities *E75.2131*, Education of Exceptional Children *E75.2124*, Teaching Students with Disabilities in General Education *E75.2165*, Education Law *E65.2207*, Leadership in the Adoption of Innovation *E65.2305*.

School Psychology Practica (30 points): Laboratory in Intellectual and Cognitive Assessment *E63.2027*, *2028*, Laboratory in Behavior Change *E63.2160*, *2161*, Laboratory in Projective Techniques and Personality Assessment *E63.2065*, *2066*, Laboratory in School Consultation *E63.2275*, *2276*, Advanced Practicum in School Psychology *E63.2017*, *2018*.

Measurement and Evaluation (9 points): Educational Statistics *E10.2001*, *2002*, Research Design and Methodology in the Behavioral Sciences I *E63.2073*.

Integrative Seminars (12 points): Proseminar in School Psychology *E63.2274*, Internship and Seminar in School Psychology *E63.3011*, *3012*, Seminar in Current Issues in Developmental Psychology *E63.3021*.

Other Requirements: During the first three years of the program, students are required to spend at least one day per week in an unpaid externship. Students are also required to complete a workshop, The Social Responsibilities of Teachers *E27.2999*.

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.

Doctor of Philosophy

Note: The Ph.D. program is currently not admitting students.

The Ph.D. Program in School Psychology is based on the scientist-practitioner model. The program emphasizes research, behavioral assessment and intervention, psychoeducational and psy-

chodiagnostic assessment, school consultation, and psychotherapy. The Ph.D. program is fully accredited by the American Psychological Association (APA) and by the National Association of School Psychologists (NASP).

Graduates are eligible for New York State certification as a school psychologist and, on completion of an additional year of supervised practice after completion of the doctorate, qualify for the New York State licensing examination for the professional practice of psychology.

This program calls for 99 points beyond the bachelor's degree in addition to related field experiences, internship requirements, and scholarly requirements. Students with previous graduate work will receive advanced standing. Those lacking sufficient undergraduate work will need additional credits. Students who lack a master's degree in psychology upon admission earn a supplementary master's degree in school psychological services en route.

DEGREE REQUIREMENTS

The basic curriculum for Ph.D. students includes courses in the following areas:

Psychological Foundations (18 points): including Neuropsychology of Behavior *E63.2001*, Psychological Disturbances in Children *E63.2181*, Historical Perspectives of Psychological Theory (History and Systems) *E63.2103*, Social Psychology *E63.2003*, Measurement and Evaluation: Construction of Psychological Tests *E63.2142*, Learning Theories *E63.2214*.

School Psychology Practica (30 points): See Certificate of Qualification description above for specific details.

Educational Foundations: 6 points from those prerequisite areas not covered by undergraduate courses, including such courses as The Study of Reflective Teaching *E25.2357*, Multicultural Perspectives in Social Studying *E25.2011*, Literature for Younger Children *E25.2521*, Psychological Foundations of Learning Disabilities *E75.2131*, Education of Exceptional Children *E75.2124*, Teaching Students with Disabilities in General Education *E75.2165*, Education Law *E65.2207*, Leadership in the Adoption of Innovation *E65.2305*.

The Steinhardt School Foundations (6 points): Examples of courses include Feminist Philosophies of Education *E50.2000*, What Are Schools For? Historical Perspectives *E55.2175*, Sociology of Complex Organizations *E20.2089*.

Specialty Sequence (9 points): A specialty sequence must be planned by each student in consultation with an adviser. The following is a sample of a typical

sequence: Psychoanalytic Theory of Childhood *E63.2089*, Practicum in Psychotherapy with Children and Adolescents *E63.2061,2062*.

Measurement and Research Courses/Dissertation Requirements (21 points). Examples of courses include Educational Statistics *E10.2001,2002*, Research Design and Methodology in the Behavioral Sciences I and II *E63.2073,2074*, Dissertation Proposal Seminar in Applied Psychology *E63.3001*, plus one additional year of research elective.

Integrative Seminars (9 points): See above section for details.

OTHER REQUIREMENTS

During the first three years of the program, students are required to spend at least one day per week in unpaid externships and two of these years in research apprenticeships to complete scholarly requirements, a dissertation proposal, and other dissertation requirements. Subsequently, students are also required to complete a full-year internship. Students typically require more than four years of full-time study to complete all requirements. The scholarly requirements include a publishable scholarly paper sponsored by a faculty member and a dissertation based on research sponsored by a committee of faculty. A final doctoral oral will constitute a defense of the dissertation. All students are also required to pass a departmental comprehensive examination and the English Essay Examination.

Doctor of Psychology

Note: The Psy.D. program is currently not admitting students.

The Psy.D. Program in Professional Child/School Psychology is based on the practitioner-scholar model. The program emphasizes behavioral assessment and intervention, psychoeducational and psychodiagnostic assessment, school consultation, psychotherapy, and scholarly writing. The Psy.D. program is fully accredited by the APA and NASP. Graduates receive state certification as a school psychologist and, on completion of an additional year of supervised practice after completion of the doctorate, qualify for the New York State licensing examination for the professional practice of psychology.

Some requirements for completion of the Psy.D. are similar to those indicated for the Ph.D. in school psychology. The program also calls for 99 points beyond the bachelor's degree in addition to related field experiences, internship requirements, and scholarly requirements. Some students with previous graduate work will earn advanced standing and

others lacking appropriate undergraduate work will require additional credits. The basic curriculum in foundations course work and practicums is similar to the Ph.D., with fewer points required in the measurement and research component and more points allocated to an elective specialty sequence. A series of three Psy.D. scholarly papers replaces the formal dissertation, and an oral examination emphasizes professional competency in professional practice.

Students who lack a master's degree in psychology upon admission earn a supplementary master's degree in school psychological services en route.

DEGREE REQUIREMENTS

The basic curriculum for Psy.D. students includes courses in the following areas:

Psychological Foundations (18 points), **School Psychology Practica** (30 points), **Educational Foundations** (6 points), and **Steinhardt School Foundations** (6 points). (See descriptions above for specific details.) An 18-point specialty sequence must be planned by each student in consultation with an adviser. The following is a sample of a typical sequence divided into two subspecialties, one in psychotherapy, one in infancy: Psychoanalytic Theory of Childhood *E63.2089*, Practicum in Psychotherapy with Children and Adolescents *E63.2061,2062*, Psychological Research in Infancy *E63.2115*, Infant and Toddler Assessment *E63.2116*, The Education of Infants and Toddlers *E25.2701*.

Measurement and Research Courses: 12 points are required for Psy.D. students. Courses include Educational Statistics *E10.2001,2002*, Evaluation Methodology in the Behavioral Sciences I and II *E63.2173,2174*.

Integrative Seminars (9 points): See above section for details.

OTHER REQUIREMENTS

Students spend one and one-half days per week on field placement during year one, two and one-half days per week on externship in years two and three, and one summer in a variety of assigned settings pertinent to their particular stage of training. Students are also required to complete a full-year internship. Additionally, students are required to complete three publishable, scholarly papers working with various full-time or adjunct faculty sponsors before going on an internship and to compile a professional portfolio that also includes an intensive professional work sample. A final doctoral oral will be an examination of competency for professional practice. All students are also required to

Note: The Psy.D., the Ph.D., and the certificate programs are currently not admitting students.

pass a departmental comprehensive examination and the English Essay Examination.

ADMISSION REQUIREMENTS

Note: The Psy.D. and Ph.D. programs are currently not admitting students.

Admission to the Ph.D. program requires a bachelor's or master's degree in psychology, three letters of recommenda-

tion, and a personal interview with the program faculty. Applicants must consult the Web site for full admission procedures (www.education.nyu.edu/appsych).

Applicants must meet departmental deadlines and program deadlines. All material must be received by December 15. The GRE must be taken early enough to allow the required five weeks for scores to arrive. Psychology GRE scores are not required. Applicants must

also submit an autobiographical statement, following a program outline. Students are strongly encouraged to submit their financial aid application by December 15 as well.

You may download the school psychology brochure and application directly from the Web site.

See general admission section, page 222.

Psychology and Social Intervention

Director

LaRue Allen

Kimball Hall
212-998-5555

Degree

Ph.D.

Faculty

Aber, Ali, Allen,
Cappella, Halkitis,
Hughes, McWayne,
Raver, Seidman,
Suárez-Orozco

The goal of the Ph.D. Program in Psychology and Social Intervention is to prepare 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 life span. The program has a strong emphasis on analysis and prevention of psychological, social, educational, and health problems, as well as on the promotion of well-being in these domains from a systems perspective, including organizational, community, and policy levels.

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.

Our program maintains a heavy focus on research in applied settings for the purposes of understanding and changing social settings. Our faculty study a wide range of ecologies (e.g., schools, neighborhoods, policy, service systems contexts, programs) and preventive interventions (e.g., pertaining to school readiness, school success, HIV and health behaviors, mental health, housing, and homelessness) locally, nationally, and internationally. Our New York City location provides students and faculty with an ideal urban setting for studying many kinds of communities and settings combined with easy access to gateways to the world at large.

Our core objectives are to provide students with basic grounding in fundamentals of psychology and behavioral science and intensive training in theories of ecological psychology; theories and techniques of preventive and promotive interventions; program and policy formation, 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, immigrant, and other minorities in organizational, community, and transnational contexts.
- Setting level influences on intergroup disparities or relationships.

CAREER OPPORTUNITIES

Our program prepares students for diverse roles in academia and social research. In the academic arena, our 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 our students will be posi-

tioned to contribute to the design and implementation of such strategies.

DEGREE REQUIREMENTS

Students take 45 to 72 points, depending on prior graduate course work. Requirements for program completion include

- Core courses in psychology and social intervention (e.g., Theories of Change in Applied Psychology, Understanding and Measuring Social Contexts, and Intervention and Social Change).
- Core design, methodology, and statistics sequence (e.g., Research Design and Methods in the Behavioral Sciences, Methods for the Analysis of Change, Qualitative Field Research, and Research Using Mixed Methods).
- 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 222.

Financial Aid Opportunities

A limited number of graduate assistantships, research assistantships, and teaching fellowships are available to students each year. In addition, the Department

of Applied Psychology offers Monroe Stein and Raymond and Rosalee Weiss Awards. The Bonnie Jacobson Training Grant is also available to one eligible first-year student each year. For more

details, contact the Department of Applied Psychology.

See general financial aid section, page 232.

Courses

The courses listed herein are scheduled to be offered in 2009-2011.

APPLIED PSYCHOLOGY/E63

Neuropsychology of Behavior

E63.2001 30 hours: 3 points.

Prerequisite: a course in psychology or educational psychology.

Relations of historical and current brain models to diagnostic categories of dysfunction and other inferences; use of behavioral measures as well as older methods to detect and study CNS dysfunction; syndromes, etiology, and behavioral concomitants in children and adults. Extensive readings.

Social Psychology

E63.2003 30 hours: 3 points.

Prerequisite: a course in general or educational psychology.

Social psychological concepts, theories, and research and their relation to educational problems. Concepts treated are attitudes, values, roles, norms, communication, conformity; areas emphasized are group processes and influence, social motivation, prejudice, authoritarianism.

Experimental Psychology

E63.2005 45 hours: 3 points.

Prerequisite: one year of statistics or measurement or permission of instructor.

Hands-on experience in formulating, designing, and executing experimental research. Data collection and analyses; report writing. Converging operations, multiple measures, instrumentation. Data collection and analyses via micro-computer.

Sexual Decision Making and Risk Taking in Adolescence

E63.2008 30 hours: 3 points.

An exploration of the relationship between aspects of self and society that affect adolescent decision making/risk taking, especially in regard to sexuality. Adolescents in America's northeast are the focus of study. The complexity of modern-day sexual decision making for today's adolescents is contrasted with the same kind of decision making for adolescents in the late 18th and 19th centuries in the same geographical region.

Psychology of Women

E63.2014 30 hours: 3 points.

Prerequisites: a course in general psychology or equivalent.

This course examines theories and research on the psychology of women with a particular focus on violence against women. Topics include the developing woman, embodied selves, sexuality, women's relationships, women and work, women and achievement, women's mental and physical health, violence against women, feminist foundations, and culture ethnicity, race, and class. Different methodological approaches to the study of women over historical time are considered. Changes in the field and critical issues for the future are considered.

Health and Human Development

E63.2022 30 hours: 3 points.

The course provides students with an understanding of the role of psychologists in the biopsychosocial aspects of human development, including prevention/health promotion, illness, and sexuality. This is undertaken through a discourse involving the presentation of principles in health psychology, theories in regard to health and human development, and current research in the field.

Cognitive Behavior Therapy: Theory and Applications

E63.2025 30 hours, 3 points.

Focuses on cognitive behavioral theory (CBT) and practice, emphasizing evidence-based assessment and interventions for emotional disorders. Includes clinical applications of cognitive behavioral interventions for anxiety, depression, PTSD, personality disorders, substance abuse, and eating disorders. Introduces CBT approaches to stress management and mindfulness training.

Abnormal Psychology

E63.2038 30 hours: 3 points.

Prerequisite: E63.2039 or equivalent.

Theories, conceptions, and descriptions of disordered behavior with an emphasis on psychodynamic systems. The interrelationship of diagnosis and treatment, theories of symptoms formation, criteria of normality.

Theories of Personality

E63.2039 30 hours: 3 points.

Prerequisite: a graduate course in general, developmental, or educational psychology.

Comparative analysis of personality theory, including the conceptualization of personality across theories. Major theories are contrasted and critiqued, and their commonalities are specified. The requirements of the "good theory" are analyzed. This course is not taught from a psychopathology perspective.

Women and Mental Health

E63.2041 30 hours: 3 points.

Prerequisite: a course in general psychology or equivalent.

Surveys mental health issues relevant to women. Topics include diagnostic issues for women, feminist theory, and therapy; high-prevalence disorders of women, e.g., phobias, eating disorders, results of violence against women, stress.

Action Approaches to Mental Health Counseling

E63.2045 30 hours: 3 points.

This course, representing an integration of counseling and the creative arts, offers an exploration of action approaches to mental health counseling in terms of theory, research, and clinical applications. Action approaches are examined within a broad context, beginning with such early psychoanalysts as Jung, Reich, and Rank and extending to J. L. Moreno's use of psychodrama, F. Perls's use of Gestalt therapy, and into the more recent developments in drama therapy.

Research: Reading and Language

E63.2055* 45 hours: 3 points.

Prerequisite: a course in developmental psychology or linguistics.

Focuses on critiquing research studies in reading/language and related areas from both a content and a methodological perspective. Course content includes an understanding of quantitative and qualitative program methodologies in literacy.

Research and Evaluation in the Behavioral Sciences

E63.2070 45 hours: 3 points.

Research and evaluation in the behavioral and social sciences are considered from both a theoretical and a methodological perspective. Students gain

NOTES TO COURSES

*Registration closed to special students.

†Pass/fail basis.

knowledge of basic research principles and explore various research models through critical readings of published studies.

Research Design and Methodology in the Behavioral Sciences I

E63.2073* 45 hours: 3 points.
Required of doctoral students in the Department of Applied Psychology. Open by permission of instructor to students in other programs related to the behavioral sciences or to students who are contemplating psychologically oriented dissertations.

Planning and implementing research in the behavioral sciences; analysis of data; interpretation of findings. Formulating problems and hypotheses; specification of types of variables and operational definitions; experimental and nonexperimental research designs; use of randomization and controls; sampling problems basic to statistical inference.

Research Design and Methodology in the Behavioral Sciences II

E63.2074* 45 hours: 3 points.
Prerequisite: E63.2073 or permission of instructor.

Advanced principles of design of studies; application of the general linear model as in multiple regression and analysis of variance; analysis of categorical frequencies and ranks arising from observations of behavior. Practice in data processing using computers.

Grant Writing and Grant Management for the Social Sciences

E63.2077 30 hours: 3 points.
Prerequisites: E63.2271 and E63.2105.
Provides an overview of the mechanics of grant writing, including writing a letter of intent; developing research questions; preparing a literature review; determining research design and methods; and identifying target sources of funding. Through group projects, students produce and critique a grant application. Objectives, guidelines, and techniques for managing an awarded grant are discussed.

Introduction to Clinical Procedures

E63.2079* 30 hours: 3 points.
For students in the school psychology program; others by permission of the school psychology program adviser.

Each year this course focuses on selected clinical issues and research, assessment, and intervention techniques used by the school psychologist, such as observation, interview procedures, assessment of minority children, crisis intervention, etc.

Family Diagnosis and Therapy

E63.2091* 30 hours: 3 points.
For students in the school psychology program; others by permission of the school psychology program adviser.

Principles and procedures used in working with the family as a unit for intake and screening, diagnosis and assessment, or counseling and therapy. Reference to implications for and applications to the practice of school psychology.

Gestalt Therapy: An Overview of Theory and Practice

E63.2093 30 hours: 3 points.
Presentation of the theoretical foundations of Gestalt therapy (Gestalt psychology, field theory, phenomenology, and existentialism). Experiential demonstrations of therapy in practice (e.g., exercises in awareness, contact, I/you dialogue). The application of the Gestalt approach to other therapies, to the field of education, arts therapies, and the creative arts is also covered.

Developmental and Prevention Science

E63.2094 30 hours: 3 points.
Introduces students to the conceptual and practical integration of the developmental and prevention sciences to address social, emotional, and health problems across the life span or during a particular developmental stage, e.g., middle childhood.

Emotional and Social Development

E63.2097 30 hours: 3 points.
Intended for departmental majors and others with background in developmental psychology.
Rigorous examination of the emotional and social development of children and adolescents based on current theoretical positions and research; topics may include motivation, identification, sex-role learning, and socialization.

Historical Perspectives of Psychological Theory

E63.2103 30 hours: 3 points.
Influence of philosophy and early systems of psychology on contemporary views. Examination of British empiricism, structuralism, Gestalt psychology, behaviorism, psychoanalysis, and post-modern perspectives. The course is grounded in the critical analysis of the philosophy of science, conceptualizing and critiquing the development of psychology as a discipline in the context of parallel developments in the hard sciences and philosophy.

Culture, Context, and Psychology

E63.2105 30 hours: 3 points.
In-depth examination of cultural and contextual factors and how these factors

impact every aspect of psychological theory, practice, and research. Major theories, assessment approaches, clinical practice, and research psychology are critiqued by investigating universal principles, behavior, and experience as it occurs in cultures and contexts and is influenced by culture and context, as well as issues such as oppression, racism, prejudice, social class, and value differences.

Educational Psychology

E63.2114 30 hours: 3 points.
Survey of major areas of psychology: development, learning, social, personality, and measurement. Emphasis on principles and concepts that provide basic understanding for educational practice and for the helping professional.

Psychological Research in Infancy

E63.2115 30 hours: 3 points.
Prerequisite: a course in developmental or educational psychology.
Theory and research of infant behavior and development with an orientation toward professional application. Infant observation and evaluation techniques included.

Human Growth and Development

E63.2138 30 hours: 3 points.
Central theories in the area of human growth and development from a "life span" perspective of tracing development from birth to death. Students gain the skills and knowledge they need to critically evaluate and apply theory and central research in this area. The course introduces students to the major theoretical approaches for understanding human growth and development. Multiple factors, including biology and culture, are discussed.

Measurement: Classical Test Theory

E63.2140 (formerly E63.2035)
45 hours: 3 points.
Examines the principles of psychological measurement and testing and the technical interpretation of test scores using the classical test model. Provides a comprehensive review of group and individual measures of aptitude, personality, intelligence, and achievement. Delineates the standards for educational and psychological measurement. Examines and deconstructs principles and techniques used in psychometric studies to establish levels of reliability and validity. Utilizes statistical software to conduct analyses.

Measurement: Modern Test Theory

E63.2141 (formerly E63.2037)

45 hours: 3 points.

Prerequisite: E63.2140 or equivalent or permission of instructor.

Examines the principles of psychological measurement and testing and the technical interpretation of test scores using modern test models, including Item Response Theory, with an emphasis on the Rasch model. Considers matters of reliability and validity as related to modern test theory. Emphasizes the application of test theory to computerized and/or adaptive testing. Utilizes statistical software to conduct analyses.

Psychometric Theory

E63.2142 (formerly E63.2036)

45 hours: 3 points.

Prerequisite: E63.2140 or E63.2141 or equivalent or permission of instructor.

Focuses on the mathematical and philosophical assumptions and underpinnings of both classical and modern test theory. Emphasizes the development of psychometric studies. Considers current literature in relation to psychometric theory.

Construction of Psychological Tests

E63.2143 (formerly E63.2042)

45 hours: 3 points.

Prerequisite: E63.2140 or E63.2141 or permission of instructor.

Examines procedures for the construction of aptitude, achievement, performance, and personality measures. Includes supervised experience in constructing a measure and subsequent item analysis and revision. Students design pilot studies, including validity and reliability studies.

Evaluation Methodology in the Behavioral Sciences I

E63.2173 45 hours: 3 points.

Prerequisites: E10.2002, E63.2035.

Planning and conducting research and evaluation studies in the behavioral and social sciences. Special consideration is given to sampling, validity of the study, and types of evaluation designs. Students gain experience reading and critiquing studies as well as designing their own study.

Evaluation Methodology in the Behavioral Sciences II

E63.2174 45 hours: 3 points.

Prerequisite: E63.2173.

Analyzing effects and reporting results from research and evaluation studies. Practice in using computer statistical packages. Special topics including the case study, designing questionnaires, and cost-effective analysis.

Psychological Disturbances in Children

E63.2181 30 hours: 3 points.

Presents the study of the origins and course of behavioral and psychological disorders viewed from a developmental and ecological perspective. This graduate-level course is intended to provide an in-depth understanding of the theory and application of systems of classification, diagnoses, and assessment of psychopathology in children and adolescents. Theoretical frameworks and empirical research are applied to an understanding of childhood disorders.

Temperament-Based Intervention

E63.2184 30 hours: 3 points.

This course explores temperament-based intervention by examining underlying theories and related research of three constructs: child temperament, parent/child and teacher/child interaction, and preventative intervention. Throughout the course, INSIGHTS into Children's Temperament is used as an example of the principles discussed. Students are encouraged to apply the course content to a setting of their choice.

Cognitive Development

E63.2198 30 hours: 3 points.

Examines major theoretical approaches to cognitive development and major research methods in the field. Explores language development, development of mathematical thought, and social-cognitive development.

Social Perception and Cognition

E63.2199 30 hours: 3 points.

Detailed examination of research and theory concerned with perception of people and social events. Analysis of sources of social information, perceiver's decoding strategies and "styles," and models of social information integration. Critical analysis of methodological problems and recent literature.

Learning Theories

E63.2214 30 hours: 3 points.

Prerequisite: E63.2114 or equivalent, or permission of instructor.

Current theories of learning and relevant research with stress on the processes involved in human learning. Implications of current research in learning and memory for education.

The Psychology of Human Intelligence

E63.2218 30 hours: 3 points.

Prerequisites: a graduate-level course in social or educational psychology and a graduate-level course in statistics or measurement; or permission of the instructor.

Central concepts in the psychological study of human intelligence. Topics cov-

ered include nature and nurture debates, measurement of intellectual abilities, unitary versus multiple intelligences, understanding race and gender differences, the modifiability versus stability of intelligence, and contextual influences on the development of intelligence.

Cross-Cultural Research Methods

E63.2222 30 hours: 3 points.

The relationship between culture and methods of research. Exploration of the meaning of culture and examination of the ways in which cultural identities of researchers and participants shape each stage of the research enterprise. Particular attention is paid to the role that ethnographic research methods can play in shaping qualitative and quantitative research.

Survey of Developmental Psychology: Advanced

E63.2271 30 hours: 3 points.

Prerequisite: a course in psychology or educational psychology.

Developmental psychology is intended for advanced graduate students. The course covers selected theoretical and empirical contributions to the study of human development throughout the life span. The course considers the nature of psychological development in childhood and adolescence and pays attention to developmental implications for adulthood and old age. There is a rigorous analysis of developmental theories, with an emphasis on research findings and methods as reported in current literature. The material is organized according to chronological phases.

Adolescent Development: Theory and Research

E63.2272 30 hours: 3 points.

Prerequisites: a course in developmental psychology and a course in sociology, social psychology, or the study of cultures.

Examines theories and research on adolescent development with a particular focus on adolescents from diverse cultural backgrounds. Topics include identity development, family and peer relationships, sexuality, risk-taking behavior, and the impact of family and peer relationships, schools, and neighborhoods on psychosocial adjustment. Different methodological approaches to the study of adolescent development are examined. Implications for prevention and intervention programs for adolescents are also discussed.

Identification and Reporting of Suspected Child Abuse/Maltreatment

E63.2273 2 hours: 0 points.

State-mandated two-hour workshop in child abuse. No fee, no credit.

Risk and Resilience

E63.2279 30 hours: 3 points.

Prerequisite: a graduate-level course in developmental psychology or work experience in the area of developmental psychology.

Examines the concepts and measurement of risk and resilience from the perspective of developmental psychology. Explores mechanisms and processes to disrupt risk and enhance resilience. Models of risk and resilience are analyzed.

Independent Study

E63.2300 45 hours per point: 1-6 points.

Hours to be arranged.

For description, see page 228.

Applied Psychology: Integrative Seminar

E63.2335 30 hours: 3 points.

This integrative seminar brings together students from the two M.A. concentrations (educational psychology and measurement and evaluation) during their last semester of course work. Students, working on independent projects under the supervision of a faculty member, meet monthly to discuss their field and research experiences and to provide feedback to one another about the process of psychological research and application. These individualized fieldwork/research projects culminate in an individual comprehensive paper.

Academic Achievement Gaps: Sociopsychological Dynamics

E63.2345 45 hours: 3 points.

Prerequisite: course in educational or developmental psychology, or permission of instructor.

A research-based course focusing on understanding the central issues leading to academic achievement gaps between social groups in America. Topics include biological, structural, cultural, and psychological factors in gaps between African Americans, Latinos, Asians, and Caucasians in terms of test and school performance; gender differences in math and science achievement; and policy and educational interventions shown to reduce achievement gaps.

Neuropsychological Assessment

E63.2401 30 hours: 3 points.

Prerequisites: E63.2001 and E63.2019, or permission of instructor.

Survey of current tests and diagnostic techniques pertinent to the evaluation of adults and children with suspected neurological dysfunction. Supervised instruction in test use for neuropsychological assessment.

HIV Prevention and Counseling: Psychoeducational Perspectives

E63.2450 30 hours: 3 points.

Examines, analyzes, evaluates, and applies current behavioral and educa-

tional theories and research as they relate to HIV primary and secondary prevention.

Trauma: Theoretical and Clinical Perspectives

E63.2500 30 hours: 3 points.

Prerequisite: a course in general psychology or equivalent.

This course examines theories and research on trauma with a particular focus on memory of trauma and developmental issues related to trauma. Topics include historical perspectives and epidemiology, posttraumatic stress disorder, dissociation, transmission of trauma, vicarious traumatization, and adult memory for childhood trauma. Different methodological approaches to the study of trauma are considered. Implications for prevention and intervention for individuals and for the community as well as some research related to controversies around treatment are a focus.

Case Seminar in Trauma Studies: Transdisciplinary Perspectives of Clinical Work

E63.2505 30 hours: 3 points.

Prerequisite: E63.2500 or the permission of the instructor.

The work of mental health clinicians is the focus of study. The complexity of the clinician's trauma work is considered through clinical presentations by clinicians, readings, and discussions. Topics include the meaning and experience of trauma, interventions in clinical trauma work, transdisciplinary studies in clinical trauma work, working with human-made trauma (such as child abuse, sexual abuse, rape, human trafficking, battering, racism, and war and its aftermath; terrorism and political action); and working with natural disasters. There are academic autopsies of case material.

Group Dynamics: Theory and Practice

E63.2620* 45 hours: 3 points.

The primary purpose of this course is to introduce students to the theory of group process and group dynamics underlying the practice of group counseling and the use of groups in a wide range of counselor interventions. Students develop an understanding of group dynamics and their behavior in groups through lectures, readings, and participation in and observation of ongoing groups. Attention is given to personal, interpersonal, and group-level dynamics as they occur in groups and to the interdependence of emotions, behavior, and thought in group life.

Dynamics of Vocational Development

E63.2634 30 hours: 3 points.

This course provides the basic foundation for the practice of career counseling. The nature of the world of work as it has evolved over the past century is examined as the context for the development of theories of vocational choice, career development, and current approaches such as the psychology of working and development in work and relationship contexts.

Career Counseling

E63.2635 30 hours: 3 points.

Prerequisites: E63.2634 and E63.2657.

Vocational counseling as a developmental process. Reconsideration of the roles and responsibilities of vocational counselors and clients in individual and group counseling. Knowledge of occupational-educational information and vocational testing is applied to the process of vocational counseling.

College Mental Health Intervention

E63.2649 30 hours: 3 points.

Examines changing college environments, cultural contexts, and college mental health. Focuses on psychological development of college students, including relationships, sexual concerns, diversity issues, and stress at college. Nature of difficulties and their assessment and treatment are explored, including anxiety, depression, substance abuse, eating disorders. Medication, legal, and ethical issues are addressed.

Professional Orientation and Ethical Issues in School Counseling

E63.2650* 20 hours: 2 points.

An orientation to the profession of counseling and its ethical guidelines and to the specific professional specialization of school counseling. The course includes discussion of the history of the field and addresses issues such as professional roles, functions, and relationships of counselors with other human service providers, licensure and certification issues, and the role of professional organizations in professional development and identity. The examination of the ethical guidelines of the profession and their application to the specialization of school counseling includes attention to processes and models of ethical decision making.

Professional Orientation and Ethical Issues in Counseling for Mental Health and Wellness

E63.2651* 20 hours: 2 points.

An orientation to the profession of counseling and its ethical guidelines and to the specific professional specialization of mental health counseling. The course includes discussion of the history of the

field and addresses issues such as professional roles, functions, and relationships of counselors with other human service providers, licensure and certification issues, and the role of professional organizations in professional development and identity. The examination of the ethical guidelines of the profession and their application to the specialization of mental health counseling include attention to processes and models of ethical decision making.

Internship in Counseling for Mental Health and Wellness I and II

E63.2655*,2656* 45 hours: 4 points per term.

E63.2655 is prerequisite for E63.2656.

Each internship semester requires 300 hours of supervised counseling experience in an approved mental health setting and participation in a weekly University seminar. Student placements include community mental health agencies, chemical dependency treatment programs, college counseling centers, hospital settings, hospice programs, and special programs for abused women and victims of violence, among others. Seminar sessions provide intense supervision of students' counseling cases and discussion of their professional experiences as counselors-in-training.

Counseling: Theory and Process

E63.2657 30 hours: 3 points.

Major theoretical approaches to counseling, from traditional to current orientations, are examined, including psychodynamic, humanistic-existential, cognitive, behavioral, contextual/interactional, and postmodern. Theories are contrasted based on their key assumptions about human development, normal and abnormal functioning, counseling goals, counselor and client roles in the counseling process, multicultural issues, and intervention techniques. Students are guided in developing their personal theoretical orientations to counseling.

Individual Counseling: Practice I

E63.2658*† 50 hours: 3 points; hours to be arranged.

Small group laboratory experiences utilizing simulation, modeling, microcounseling, etc., on an experiential learning base. Learning of basic communication skills necessary in interviewing, counseling, and other helping relationships. Skills learned are generic to a wide range of professional fields.

Individual Counseling: Practice II

E63.2659*† 50 hours: 3 points.

A laboratory seminar focusing first on a module of multicultural learning, followed by the integration of these skills

with other counseling skills in ongoing counseling relationships. Students appraise clinical problems and needs and develop appropriate counseling strategies. Counseling sessions are videotaped and then analyzed in small groups.

Foundations of Counseling for Mental Health and Wellness

E63.2661* 20 hours: 2 points.

Interventions aimed at ameliorating mental illness and promoting wellness are examined. Integration of research and treatment models that consider mental health and well-being in terms of pathology with models of wellness broadly conceived as optimal psychological and physical development. The meanings of "wellness," "health," and "illness" across lines of identity (e.g., ethnicity, culture, gender, sexuality, class, and age) are explored. Pathological outcomes (e.g., depression, anxiety, psychosis) are examined in tandem with such constructs as resilience, hope, wisdom, and spirituality and considered at the individual, interpersonal, and community levels.

Foundations of School Counseling

E63.2662* 20 hours: 2 points.

This course focuses on the history and changing role of school counselors in the 21st century, including innovative roles and modes of intervention (e.g., direct service, consultation, program development) and ethics. In addition, the counselor's role in school reform and social advocacy is addressed in accordance with the American School Counseling Association National Model.

Program Development and Evaluation in Counseling

E63.2663* 30 hours: 3 points.

Principles and practices of program development and evaluation for professional counselors in various counseling settings. Consideration is given to program development and evaluation of one-to-one, small group, and institutional interventions by counselors.

Clinical Assessment in Counseling Psychology I and II

E63.2665,2666* 45 hours: 3 points each term.

Prerequisites: graduate courses in test interpretation, abnormal psychology, and personality theory.

Open only to doctoral psychology students with permission of instructor. Intelligence and personality tests in conjunction with interviewing techniques are studied. Emphasis on administering and interpreting batteries and in synthesizing tests and interview data into a comprehensive diagnostic report. Source for clients to be tested plus on-site supervision is highly desirable. Students should

plan schedule to allow a significant amount of time for testing requirements.

Internship in School Counseling I

E63.2667* 45 hours: 4 points.

The first semester of internship requires 200-300 hours of supervised counseling experience in an approved school setting and participation in a weekly University seminar. Placements include elementary, middle, and high school settings as well as a number of specialized school programs. Seminar sessions provide opportunities for students to discuss the range of their professional experiences as counselors-in-training. Areas of examination generally include individual and group counseling with school-age students, classroom guidance, consultation, crisis intervention, ethical issues, multicultural issues, school law, and coordination of counseling and mental health services within the educational setting.

Internship in School Counseling II

E63.2668* 45 hours: 4 points.

Prerequisite: E63.2657.

This second semester of internship requires 200-300 hours of supervised counseling experience in an approved school setting and participation in a weekly University seminar. In addition to continued attention to the range of professional issues addressed in the first semester of the seminar, the focus of this seminar is on the supervision of students' counseling interventions with individuals and groups, including children, teachers, and parents, and in a range of different kinds of counseling modalities.

Religiosity and Spirituality: Theory, Research, and Counseling

E63.2669 30 hours: 3 points.

Students explore the ways that clients' and practitioner's faith (and critical attention to faith in the therapy relationship) informs various aspects of the counseling enterprise. Through case studies, students examine concrete strategies for exploring issues of faith in therapy. This course offers an overview of various faith systems, with a particular focus on what these systems reveal about self, mind, suffering, change, health, and ideal states of being.

Interpretation and Use of Tests in Counseling Adults

E63.2672* 45 hours: 3 points.

Introduction to formal assessment. Includes vocational and personality aptitude tests with structured experience in administration and scoring. The synthesis of various tests with background and behavioral information is stressed, as are interviewing techniques necessary for introducing and interpreting test batter-

ies to clients. Source of clients to be tested is highly desirable.

Interpretation and Use of Tests in Counseling Children and Adolescents

E63.2673 30 hours: 3 points.

Introduction to informal and formal assessment procedures currently used in schools. Includes classroom observation, interviewing, and psychoeducational tests. Integration of information pertinent to educational performance is highlighted, interpretation of various school-related tests is emphasized, and school records and background information are incorporated. Students are encouraged to take this course concurrently with their fieldwork or practicum.

Counseling Issues in Thanatology

E63.2681 30 hours: 3 points.

For those interested in working with persons facing life-threatening illnesses and their families via a helping relationship. Of particular use to clergy, physicians, nurses, health care workers, counselors, health educators, and other helping persons. Examination of current practices, theory, and research regarding loss, grief, bereavement, dying, and death; thanatological issues for the helping professions; models of counselor intervention for persons experienced with interactional processes.

Cross-Cultural Counseling

E63.2682 30 hours: 3 points.

An examination of how behavior and experience are influenced by culture, race, and ethnicity. Emphasis is given to the relationship of cultural differences to both counseling theory and technique.

Grief and Bereavement Counseling

E63.2683 30 hours: 3 points.

Prerequisite: E63.2681 or related work experience.

An advanced thanatology course for persons who have had at least one basic course in thanatology (e.g., E63.2681) or related work experience. Of particular use to clergy, counselors, hospice workers, nurses, psychologists, social workers, and others who work in helping relationships. A study of anticipatory grief, dying, grief, and bereavement. Examination of related theory, research, current counseling practices, and models of intervention employed in various settings. Skill development in grief counseling, usually within simulated conditions.

Marriage, Couple, and Family Counseling

E63.2684 30 hours: 3 points.

Prerequisite: E63.2657 or equivalent.

A theory and practice approach, viewing the couple or the family as a unitary psy-

chosocial system, focusing on general functioning, dysfunction, and intervention. In contrast to viewing individuals as the locus of a problem, the relationship is seen as a unitary system where harmony and difficulty depend on characteristics of the unit as a whole. Major areas covered include history, theory, practice models, and intervention techniques.

Substance Abuse: Issues, Controversies, and Counseling

E63.2691 30 hours: 3 points.

Considers constructs and theories related to legalized and illicit drug use, abuse and addiction across the life span. Focuses on biological, psychological, social antecedents of drug use, and on biopsychosocial consequences of drug use and dependence within developmental contexts. Examines specific drug addictions and treatment approaches. Health psychology, counseling psychology, developmental psychology, neuropsychology, medicine, health education, and public health perspectives are considered. Emphasizes the interplay of the knowledge and understandings developed from these perspectives, and applies this knowledge to research and counseling practice.

Understanding and Measuring the Social Contexts for Development

E63.2825 (formerly Organizational and Community Processes, G89.2290) 30 hours: 3 points.

Examines the interplay between social systems and individual functioning and well-being through the study of theoretical and measurement issues in the study of human environments. Provides an overview of different conceptualizations of the environment proposed by ecological theorists such as Bronfenbrenner, Barker, Lewin, and Moos and covers conceptual/analytic issues such as levels of analysis and utilization of various worldviews and perspectives.

Intervention and Social Change

E63.2826 (formerly G89.2269) 30 hours: 3 points.

Examines theoretical frameworks, concepts, pragmatics, and strategies and tactics of intervention and social change at different levels of analysis. Students learn about designing and implementing social interventions and, upon completion, are able to analyze social issues/problems from multiple perspectives and vantage points.

Practicum in Intervention Research or Policy Research I and II

E63.2827 (formerly Practicum in Community Research, G89.3287) 45 hours: 3 points.

E63.2828 (formerly Practicum in Community Research, G89.3288) 45 hours: 3 points.

Provides students with experiences in the realities of integrating action and research in real-world settings. Emphasizes engaging in change efforts and helping to develop and evaluate them. The two-semester experience occurs in a setting that is primarily action-oriented, rather than research-oriented, and involves hands-on intervention development, implementation, and evaluation.

Advanced Seminar in Psychology and Social Intervention

E63.2830* (formerly Advanced Seminar in Community Psychology, G89.3290) 30 hours: 3 points.

As a core component of the training program, this seminar provides students with experience in professional presentations of their work, exposes them to strong models of such presentations, and explores substantive, methodological, and professional issues not covered in classes. In addition to student presentations, there are outside speakers, faculty presentations, discussions of pertinent journal articles, and discussion of professional issues.

Child Development and Social Policy

E63.2832 (formerly Child Development and Social Policy, G89.2292) 30 hours: 3 points.

Provides students with in-depth insight into how developmental psychology may contribute to research on the effects of public policies on child development. The course includes an introduction to theories at the intersection of developmental psychology and policy analysis and exposes students to research on public policy and developmental psychology that applies to various points in the policy development and evaluation process.

Special Issues in the Social Development of African American Children

E63.2833 (formerly Special Issues in the Social Development of African American Children, G89.3212) 30 hours: 3 points.

Focuses on the socialization experiences of African American children. Primary purpose is to anchor existing research on African American children in a cultural context and in the nature of children's encounters with mainstream culture. Topics covered include perspectives on culture and ethnicity, language, peer group and school experiences, racial

socialization, and influences of the media, community violence, poverty, and racism on children's development.

Program Evaluation

E63.2834 (formerly Evaluation Research, G89.2293) *30 hours: 3 points.*
Prerequisites: Research Design and Methods in the Behavioral Sciences I and II, E63.2073,2074.

Provides an overview of theories, methods, and practice in evaluation research in the social sciences. Examination of the history and principal theories of evaluation, specific techniques for process and outcome evaluation, and quantitative and qualitative analysis techniques that may be useful in conducting evaluation research.

Research: Using Mixed Methods

E63.2835 *30 hours: 3 points.*
Prerequisites: E10.2140 and E63.2073,2074.

This course is designed to enable students to conduct and evaluate research that uses multiple methods, especially the combination of quantitative and qualitative methods, to address a particular research problem. Students draw on knowledge gained in prior quantitative and qualitative methods courses to explicitly focus on strategies for combining methods in a single study. Students are introduced to a variety of ways in which mixed methods are used, including sequencing methods such that data obtained via qualitative approaches are used to inform the design and/or interpretation of quantitative data, and concurrent use of multiple methods.

Research Project Seminar

E63.2838* (formerly Research Seminar in Community Psychology, G89.3398) *30 hours: 3 points.*

A seminar, with particular emphasis on discussing and clarifying students' research ideas and in enabling progress toward the second-year project proposal. Emphasis on issues such as selecting and formulating a research problem, generating testable hypotheses, understanding the strengths and limitations of students' selected methods and measures, and strategies for writing clear, concise, and compelling research proposals.

Play and Drama Therapy with Children and Adolescents

E63.2840 (formerly E86.2120) *30 hours: 3 points.*

Focuses on play and drama approaches for the treatment of children and adolescents with a variety of psychological stressors, including physical and sexual abuse, life-threatening illnesses, death of a parent,

divorce, and bullying. Examines treatment models and protocols relevant to institutional and community agency settings. Includes case examples, demonstration of play and drama techniques, and interactive class participation.

Positive Psychological Development: Innovations in Theory, Research, and Practice

E63.2870 *30 hours: 3 points.*

Building on innovations in the emerging field of positive psychology, this course explores research and theory on factors that represent strengths and virtues. Particular emphasis is placed on the interplay between culture, context, and positive psychological outcomes (e.g., hope, creativity, purpose, wisdom) and on the state-of-the-art interventions that facilitate individual, family, and community efforts to achieve these outcomes.

Psychology of Gender Roles and Sex Differences

E63.2880 *30 hours: 3 points.*

Separating the facts from myths about psychological sex differences. Discussion of their implications for gender roles and bias in therapeutic models and practice. An examination and critique of the validity of claims about sex and gender differences in the areas of personality, cognition, mental health, and morality, including achievement, empathy, and aggression. Investigation of methodological issues in theory and research, including feminist and nonfeminist research methods, and their implications for counseling, psychotherapy, and education.

Gay, Lesbian, Bisexual, and Transgender People: Individual Study

E63.2892 *20 hours per point: 2-3 points.*
Requires permission of the instructor.

For students who wish to conduct studies prompted by faculty research related to gay, lesbian, bisexual, and transgender people. Topics approved in advance are investigated by the student with the supervision of a faculty adviser. Either a paper, a journal article, a report, or an equivalent project is required.

Counseling Gay, Lesbian, Bisexual, and Transgender Youth

E63.2895 *30 hours: 3 points.*

An overview of what it means to be a gay, lesbian, bisexual, or transgender youth. Examines experiences of youth with stigma, prejudice, harassment, and violence based on sexual orientation and gender role expression. Explores ways mental health professionals can counsel youth to reduce their psychological stress related to coming out and dis-

crimination and to enhance psychosocial well-being in forming sexual and gender identities.

Counseling Gay, Lesbian, Bisexual, and Transgender Adults and Older Adults

E63.2896 *30 hours: 3 points.*

An overview of what it means to be a gay, lesbian, bisexual, or transgender adult or older adult. Examines adults' experiences with prejudice, stereotypes, violence, and minority stress at work, in the family, and in other societal and cultural institutions. Explores ways mental health professionals can counsel adults and older adults related to challenges in romantic, social, family, and occupational relationships; in self-development and coming out; and in loss of life image and aging.

Dissertation Proposal Seminar in Applied Psychology

E63.3001* *30 hours: 3 points each term.*
Open only to majors with permission of instructor. Students should submit brief proposals to instructor before registration.
Evaluation and development of research proposals by doctoral students.

Departmental Seminar: Theories of Change in Applied Psychology

E63.3009* *30 hours: 3 points.*

Examines major theories of psychological development and change; discusses the use of theory in posing and answering research questions.

Internship and Integrative Seminar in School Psychology

E63.3011,3012* *30 hours: 3 points each term.*

Open to candidates in the school psychology program.

For students in school psychology during their internship year. The role of the school psychologist in school and community with respect to functions, procedures, theoretical considerations, and ethical issues. A final integrative seminar that combines school psychology content with group discussion of internship and on-the-job problems.

Seminar: Current Issues in Developmental Psychology

E63.3021* *30 hours: 3 points.*

Prerequisite: doctoral candidacy in a developmental psychology program; other doctoral students by permission of instructor.

Advanced study of theories and empirical research relating to the intellectual, social, and emotional development in children and adolescents.

**Supervised Counseling Practicum:
Individual (Advanced)**

E63.3607*† 225 hours: 3 points each term. May be repeated for a total of 6 points. Hours to be arranged.

Registration by permission of program adviser and practicum director. Restricted to matriculants for doctoral degrees or the sixth-year Certificate of Advanced Study in counseling and guidance. Arrangements for practicum must be made at least one term in advance. Counseling under supervision of the departmental faculty with school, college, and agency clients. In addition to direct counseling with clients, individual supervisory conferences, and weekly seminars, students prepare case reports, analyze tape recordings, and hold consultations as appropriate.

**Counseling Psychology Program
Seminar**

E63.3611,3612* 60 hours: 3 points each term.

Prerequisite: doctoral matriculation. Required of all doctoral students in counseling psychology during the first or second year in the program.

Orientation to the profession of psychology and the specialty of counseling psychology in the context of the sociological and historical literature on professionalization. Major issues in psychology and in counseling psychology across areas of theory, research, and practice are considered in depth. Major foci

of the course also include ethical issues in research and practice and the socialization of students to the program and department.

Practicum in Counselor Training

E63.3629*† 45 hours: 3 points.

Prerequisite: permission of instructor. Enrollment limited to advanced sixth-year and doctoral students in counseling psychology. Arrangements should be made one term in advance.

Examination of training models for counselor-client interaction. Students conduct structured training activities with M.A. and undergraduate students under the supervision of faculty from the counseling programs.

**Seminar in Counseling Theory and
Research**

E63.3633* 30 hours: 3 points.

Enrollment limited to advanced sixth-year and doctoral students in counseling psychology. Examination and critique of the conceptual and empirical foundations of a broad range of counseling theories, including attention to the applicability of theories to diverse populations. Current controversy concerning empirically supported interventions is addressed as well as issues in research on counseling practice. The explication and development of students' own theoretical approach to counseling are encouraged.

**Seminar in Vocational Development
Theory and Research**

E63.3657 30 hours: 3 points.

Prerequisite: enrollment limited to advanced sixth-year and doctoral students.

Examination and critique of the conceptual and empirical literature in vocational psychology with special attention to newly emerging theoretical and metatheoretical perspectives relevant to the changing nature of work in contemporary society. Work is defined to include work in personal and familial domains as well as in occupational and professional structures.

**Practicum in Personality Assessment
for Counselors**

E63.3665* 135 hours: 3 points.

An advanced practicum for doctoral students; permission of instructor required. Provides intensive experience and analysis of procedures and report writing in personality assessment. Focus is on integrating test material into comprehensive reports having meaning for the referral source and the client. Meetings with instructor provide detailed supervision in all aspects of assessment. Source of clients for diagnostics is required.

NYU Steinhardt

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