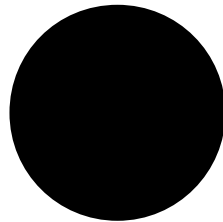


Applied Clinical Psychology Program Student Handbook



School of Behavioral Sciences and Education
Penn State Capital College
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OVERVIEW

Welcome to Penn State Harrisburg and to the Applied Clinical Psychology program. This handbook has been designed to introduce you to our program and to guide you on your way to graduation and your future career. The Psychology faculty and staff wish you every success and will do everything possible to make your educational experience at Penn State Harrisburg a meaningful one. If you wish to contact us, our offices are all located in room W311 of the Olmsted Building and our phone numbers and email addresses are listed on p. 31 of the handbook

The Psychology graduate coordinator is Dr. Thomas Bowers. Dr Bowers makes decisions and resolves problems at the program level. The Psychology program is housed in the School of Behavioral Sciences and Education, of which Dr. William Milheim is the School Director. Dr. Milheim is responsible for the overall operation and administration of the entire School of Behavioral Sciences and Education, which contains a number of other academic programs besides Psychology.

All School Directors and all units of the College are responsible to the central administration, which is headed by the Chancellor, Dr. Madlyn Hanes. As the Associate Dean for Research and Graduate Studies, Dr. Marian R. Walters has overall responsibility for all Capital College graduate programs.

SPECIAL ADMISSIONS ISSUES

Provisional Admission

Students who demonstrate promise but who have minor deficiencies at the time of application might be offered provisional admission to the program. Students admitted with this status must remove these deficiencies within 2 semesters or 15 credits, whichever comes first, before they will be considered degree students. If these deficiencies are not remedied, the student can be dropped from the program. Courses taken to make up admission deficiencies do not count toward graduation.

Nondegree Student Status

Students who do not intend to pursue the M. A. in Applied Clinical Psychology degree but who want to take graduate-level courses for professional enrichment, professional development, or permanent certification can seek admission as a nondegree student. A maximum of 15 credits earned as a nondegree student may be applied to the M. A. in Applied Clinical Psychology degree, with the approval of the Psychology program. These credits must have been earned within 5 years preceding entry into the degree program. Nondegree students who later desire formal admission to the program must go through the regular admissions process.

For ethical reasons, nondegree status cannot be used to obtain clinical training for which students would not otherwise qualify. Thus, 500-level clinical-based psychology courses are typically restricted to Psychology degree students. Exceptions to this policy might be made on a case-by-case basis for students who are enrolled in other graduate programs or who already have a graduate degree in psychology or a related field.

ACADEMIC PROGRAM

Program Description

The Master of Arts in Applied Clinical Psychology prepares students to work as mental health professionals in a variety of settings and is intended to provide a broad training program in empirically validated clinical psychology which, when it is accompanied by an additional 12 credits in advanced graduate studies in psychology and/or counseling, can provide the academic training necessary for a graduate to apply for master's level licensing as a Professional Counselor in the Commonwealth of Pennsylvania. The M.A. program requires 48 credits of course work. Optional 12-credit certificate programs are available in the area of clinical health psychology and application in clinical psychology, through the School of Behavioral Sciences and Education for students seeking licensure.

The psychology program subscribes to the scientist-practitioner model. The overall model emphasizes the scientific bases of behavior, including biological, social, and individual difference factors. In this model clinical interventions are based on scientific research. The training model is health-oriented rather than pathology-oriented and emphasizes the development of helping skills, including both assessment and intervention.

Degree Requirements

The M.A. in Applied Clinical Psychology requires 48 credits of course work. Included in the core courses are 100 hours of clinical practicum, 600 hours of supervised internship experience, and a master's research paper.

PSYCHOLOGY CORE COURSES: 23 credits

Psychology core courses provide a foundation in professional ethics, individual differences and cultural diversity, the scientific bases of behavior, and scientific research skills.

PSYC 500	Ethics and Professional Practice in Psychology and Counseling (3)
PSYC 501	Cultural Competency in Psychology (3)
PSYC 502	Applied Social Psychology (3)
PSYC 520	Research Methods (4)
PSYC 521	Statistics (4)
PSYC 524	Biological Basis of Behavior (3)
PSYC 530	Research Paper (3)

CLINICAL CORE COURSES: (25 credits) provide a general background in clinical diagnosis, assessment, and interventions with appropriate supervised experience to allow students to develop the clinical skills appropriate for master's level practitioners.

PSYC 510	Human Growth and Development (3)
PSYC 517	Psychopathology (3)
PSYC 518	Interviewing and Counseling (3)
PSYC 519	Theories and Models of Psychotherapy (3)
PSYC 540	Group Interventions (3)
PSYC 571	Tests and Measurement (3)
PSYC 595A	Clinical Practicum (1)
PSYC 595B	Clinical Internship (6)

Supervised Internship Experience

All Applied Clinical Psychology students are required to successfully complete 1 credit (100 hours) of PSYC 595A *Clinical Practicum*, and 6 credits (600 hours) of PSYC 595B *Clinical Internship*. Both will involve working in a setting that provides clinical, behavioral, psychoeducational, or other professional psychological services in exchange for training and supervision from the internship agency. Placement settings vary widely, including private and state hospitals, clinical practices, community organizations, schools, prisons, and businesses. A complete description of internship requirements and procedures can be found in the **Applied Clinical Psychology Program Clinical Experience Manual**.

As prerequisites for registering for PSYC 595A, you must have completed PSYC 500 *Ethics and Professional Practice in Psychology and Counseling*, PSYC 517 *Psychopathology*, PSYC 518 *Interviewing and Counseling*, PSYC 519 *Psychotherapy*, and must have professional liability insurance. Satisfactory completion of PSYC 595A is a prerequisite for PSYC 595B. You may spread the 6 credits of PSYC 595B over two or three semesters, and do them at one site, or at more than one site. You should discuss your plans with your adviser as well as with the faculty person responsible for the internship the semester you plan to take it. You must have your clinical work supervised by a licensed professional.

Master's Paper

All Applied Clinical Psychology students are required to write and successfully defend a master's paper as a seminal experience. However, you should not wait until the end of your coursework to begin your planning. Rather, your master's project should be an ongoing development from early in the program, and you should begin serious work on it at least 1 year before your desired graduation date.

This paper may be an empirical study, a conceptual paper, a meta-analysis, or another approved methodology. A complete list of the steps involved in planning, writing, and defending a master's paper can be found in the *Psychology Program Master's Paper Manual*. You will be given a copy of this when you enter the program.

When you are ready to formally begin work on your master's project, register for PSYC 530, Research Paper. Prerequisites for doing so are completion of PSYC 520, Research Methods, and PSYC 521, Statistics, and permission of the program.

RECOMMENDED PLANS OF STUDY

Recommended plans of study for full- and part-time students follow. Although we realize that you may not be able to follow these schedules exactly, they serve as guidelines for how you can sequence your classes to efficiently progress through the required course work. Deviations from these recommendations will likely increase the time you need to complete the program.

Suggested Courses for Full-Time Student in Applied Clinical Psychology Starting in the Fall Semester

Year	Fall	Spring	Summer
1 (21 credits)	PSCY 500 PSYC 501 PSYC 517	PSYC 518 PSYC 571 PSYC 510	PSYC 519
2 (22 credits)	PSYC 520 PSYC 540 PSCY 595A (1 credits) (Add certificate or research for full time status)	PSYC 502 PSYC 521 PSYC 524 PSYC 595B (2 credits)	PSYC 595B (2 credits)
3 (5 credits)	PSCY 595B (2credits) PSCY 530 You may also begin taking classes for the final 12 credits needed for licensure and/or to earn a clinical certificate if you wish to do so		

Suggested Courses for Part-Time Student in Applied Clinical Psychology Starting in the Fall Semester

Year	Fall	Spring	Summer
One (15 credits)	PSYC 500 PSYC 501	PSYC 518 PSYC 510	
Two (14-15 credits)	PSYC 517 PSYC 520	PSYC 571 PSYC 524 OR 521 PSYC 595A (1 credit)	
Three (15-16 credits)	PSYC elective PSYC 540 PSYC 595B (2 credits)	PSYC 521 OR 524 PSYC 502 PSYC 595B (2 credits)	PSYC 595B (2 credits)
Four (3 credits)	PSCY 530 Elective You may also begin taking classes for the final 12 credits needed for licensure and/or to earn a clinical certificate now if you wish to do so	Electives	

AVENUES OF COMMUNICATION

It is very important that there be two-way communication between you and the Psychology program, and there are several means by which we will keep you informed. Program information is posted on bulletin boards that are located in the hallway outside W311. Make it a habit to check these boards regularly. The boards contain advisee lists and information about faculty office hours, class schedules, and the like. The small glass-enclosed board contains timely information about upcoming events and deadlines. Some of this information will also be written on the white board outside W311, along with notifications of last-minute events.

All mass correspondence with Psychology majors will be to your official Penn State email address. Thus, if you have not yet set up a Penn State email account, it is crucial that you do so immediately. We will not send Program information to non-Penn State email addresses, although it is easy to configure your Penn State email so that it automatically forwards messages to any other email address of your choice. It is your responsibility to check your Penn State email on a timely basis and to take appropriate steps in response to the issues that the Psychology program might raise therein. We will also post Program information on the School web page, www.hbg.psu.edu/bsed/. ANGEL is a web-based course management system that is also used for communication. Please check your ANGEL classes and groups regularly.

RESOLUTION OF PROBLEMS

If you have a question or a problem related to Program, College, or University policies and procedures, speak Dr. Bowers. If you have other concerns, talk with either the course instructor (if it is a course-related matter) or with your adviser (if it is a more

general issue). If the two of you cannot resolve the problem, the next step is to meet with the Program Coordinator. If the issue is still unresolved after following these steps, you can speak with the School Director, as directed by the Program Coordinator.

ACADEMIC AND CAREER PLANNING

The Importance of Planning

In order to make the most of your time at Capital College, planning is essential. It is a good idea to track your progress through the program by periodically obtaining an updated copy of your transcript from www.eLion.psu.edu/. It also pays to periodically compare your informal records with your official file to make sure that everything is in order. This can be obtained from your advisor or the staff assistant. By planning ahead and carefully monitoring what requirements you have and have not completed, you can avoid unnecessary problems.

Your Adviser

One way to ensure proper planning is to meet regularly with the Psychology advisor who you were assigned to when you entered the Program. Get to know this person! He or she will be able to either answer your questions or to help you find someone who can. Make sure that you allow sufficient time to discuss whatever concerns you might have. When things are not rushed, it is easier to sort out goals and design an appropriate program.

Graduate school can be quite stressful. The work load and the expectations for quality are much greater than for undergraduate study. By helping to plan your schedule, recommending possible internship placements and master's paper topics,

providing advice about advanced graduate education or career opportunities, and otherwise guiding you through your studies, your advisor can help to ease this stress.

Faculty are not under contract between May 15 and August 15 and, thus, are not typically available for advising during the summer. They do, however, have set office hours for the fall and spring semesters. Because faculty have other responsibilities, do not expect your advisor to be available to meet with you if you just “stop by” outside of his or her posted office hours. If these times are not good for you, make an appointment for a mutually convenient time when you can get together.

It is also a good idea to make an appointment if you want a guaranteed block of time in which to talk.

If you wish to change your adviser, simply ask the person who you would like to have as your new adviser if he or she is agreeable to working with you and, if so, complete a Change of Adviser form. All Psychology advisors must be full-time members of the Psychology faculty.

Scheduling of Classes

It is highly recommended that you meet with your advisor each semester before you register for classes. Although it is ultimately your responsibility to make sure that you fulfill all of your academic requirements, your advisor can help you to develop a workable and balanced schedule. A valuable tool for helping you to efficiently progress through the required course work is the recommended plans of study on pages 6 and 7 of this handbook.

Current course information and registration dates can be found on the Penn State Harrisburg web page, www.hbg.psu.edu/. Early registration decreases the

likelihood that a class will be dropped because of low enrollment. Make sure that you register for classes as soon as you possibly can, and by 3 weeks before the end of the previous semester at the latest.

When you go to see your adviser, be prepared. Think about what you want to get out of the meeting. Jot down your questions. Take any material (e.g., draft of your schedule, registration form) that you might need with you, and look them over before the meeting. Scheduling meetings are also a good time to “touch base” with your advisor about other concerns that you might have.

Other Faculty

Faculty members other than your advisor are also available to help you. As you take classes with and otherwise get to know these individuals, you will find that some of them have interests that overlap with yours. Feel free to approach any of the Psychology faculty during their office hours, as they might be able to help you with advanced graduate education or career opportunities, or to refer you to someone in their network who can. You should also make sure that you familiarize yourself with the faculty’s research interests so that you will be able to form a Master’s Paper Committee that meets your needs, when you are ready to do. This is discussed further in the *Psychology Program Master’s Paper Manual*.

Career Opportunities

Give careful thought to your career goals. The Office of Career Services has a wealth of resources that provide information about almost any career that you might be interested in, and this office can also help you to prepare for your job search. Contact Karl Martz at 717/948-6025 to schedule an individual appointment for career guidance.

Your faculty advisor is another valuable source of information about career options.

Penn State Harrisburg's Alumni Mentor Program attempts to match students with alumni who are working in their field of interest. Contact the Alumni Relations Office at 717/948-6715 if you are interested. After you graduate and are working in your chosen field, volunteer to be an alumni mentor yourself.

ACADEMIC POLICIES, RULES, AND PROCEDURES

Graduate School Policies and Procedures

Graduate School academic policies and procedures can be found in the *Graduate Degree Programs Bulletin* at www.psu.edu/bulletins/whitebook. You should familiarize yourself with this site, as many questions that you might have about academic policies are addressed therein.

Transfer of Credit From an External Institution

Subject to the limitations given below; a maximum of 10 credits of high-quality graduate work completed with a grade of B or better from an accredited institution may be applied toward the requirements for the master's degree. However, credits earned to complete a previous master's degree, whether at Penn State or elsewhere, may not be applied to a second master's degree program at Penn State.

Approval to apply any transferred credits toward a degree program must be granted by the student's academic advisor and the Graduate School. Transfer credits must have been earned at an accredited institution, must be of A or B grade value (B-grades are not acceptable; pass-fail grades are not transferable unless substantiated by the former institution as having at least B quality), must appear on an official graduate transcript, must be earned within the 5 years prior to the date of registration to the M.A.

in Applied Clinical Psychology program, and must be equivalent to the corresponding courses at Penn State Harrisburg. Forms for transferring credit from an external institution can be obtained from the Enrollment Services Office.

Transfer of Graduate Courses from a Penn State Undergraduate Transcript

With the permission of the Program Coordinator, the Associate Dean for Research and Graduate Studies, and the Office of Graduate Enrollment Services, up to 9 credits may be transferred from a Penn State undergraduate transcript to the M.A. in Applied Clinical Psychology program. However, graduate courses taken to fulfill undergraduate degree requirements can not be applied towards graduate degrees. Forms for transferring graduate courses from a Penn State undergraduate transcript to a Penn State graduate degree program can be obtained from the Enrollment Services Office or from the staff assistant,

Academic Integrity

Familiarize yourself with University policies on academic integrity. At the beginning of each course, the instructor will provide a statement clarifying the application of academic integrity policies to that course. Make sure to ask him or her to clarify any aspects of these policies that you do not understand. Ignorance is not a valid defense against charges of academic dishonesty. A student charged with violation of academic integrity will be dealt with consistent with University policy.

Annual Student Reviews

The academic progress of all full-time students will be reviewed annually by the graduate psychology faculty. Part-time students will be reviewed after they have completed a sufficient number of credits. Students will receive a written summary of the

faculty's appraisal of their academic progress, as well as any recommendations for improvement.

Academic Dismissal

All students are expected to maintain satisfactory scholarship and an acceptable rate of progress toward completion of all degree requirements. As defined by the Psychology program, unsatisfactory scholarship includes, but is not limited to, the following, each of which is grounds for dismissal from the graduate Psychology program:

1. Receipt of a grade below B- in two courses. A course in which a D has been obtained cannot be used to meet degree requirements and must be retaken with an earned grade of C or better. A student may also choose to retake a course in which a C+ or C has been obtained. In neither case, however, does retaking the course remove the receipt of the unsatisfactory grade from the student's record.
2. A GPA of less than 3.00 in the major for two consecutive semesters.
3. Receipt of a grade below B- in PSYC 595B.

If the Program determines that a student has exhibited unsatisfactory scholarship, the student will be sent a certified letter from the Program coordinator informing him/her that he/she is being evaluated for possible academic dismissal. This letter will provide an explanation for the possible termination and, if applicable, the conditions for continued enrollment.

A student may request to meet with the graduate psychology faculty to appeal his/her situation by so notifying the Program coordinator via certified mail within 10 days

of receipt of the notice of possible dismissal. The coordinator will keep minutes of this meeting and distribute copies to the student and all members of the graduate psychology faculty.

Following this meeting, the graduate psychology faculty will review the student's appeal and decide whether to uphold the termination or to develop/modify conditions for the student's continued enrollment. This decision will subsequently be communicated to the student via a certified letter from the coordinator. If the decision is made to terminate the student due to unsatisfactory scholarship, the student may make a written request to the Dean of the Graduate School for a further review of the decision within 5 days of receiving the notice of termination. For more information about the process at this stage, refer to *Procedures for Termination of the Degree Program of a Graduate Student for Unsatisfactory Scholarship*, of the *Graduate Degree Programs Bulletin* at www.gradsch.psu.edu/policies/student/appendix3.html.

Credit Overload

The typical credit load for a full-time graduate student is 9 credits per semester. Anything less than this is considered part-time. Students who are seeking to register for more than 9 credits should consult with their adviser. The student in academic difficulty should aim for quality rather than quantity.

"R" Grades

A grade of "R" is sometimes issued in place of a letter grade for PSYC 530, Research Paper, or PSYC 594, Research Topics. For instance, once you register for PSYC 530, you will continue to receive an R each semester until you have successfully defended your master's paper. An R indicates that a student has devoted adequate

effort to the work scheduled but gives no indication of quality; thus, it does not influence your GPA.

Interrupted Academic Progress

If you wish to resume your studies after being unregistered for a semester, you must so notify the Enrollment Services Office. However, if you remain unregistered for two or more consecutive semesters, you must receive approval from the Psychology program before you will be allowed to begin taking classes. The staff assistant can make arrangements for you to maintain your library and computer privileges while you are unregistered because you are working on your master's paper.

Time Limitation for Degree Completion

All requirements for the M. A. in Applied Clinical Psychology (including completion and acceptance of the master's paper) must be met within 8 years of admission to degree status. Extensions may be granted by the Graduate School in appropriate circumstances.

Graduation Deadlines

There are two important University deadlines that you must meet if you wish to graduate in a timely manner. First, your oral defense must occur on or before the Certification for Completion of Master's Paper deadline for the semester in which you wish to graduate. This deadline, which can be found on the academic calendar at www.hbg.psu.edu, typically occurs around the last week of September or the first week of October for the Fall semester, around the end of February or the first week of March for the Spring semester, and around the first week of June for the Summer sessions.

Check the program's website for the final date to submit the revised paper along with the receipt for the binding fee.

Second, if you think that you might in fact be able to defend your master's paper by the Certification for Completion of Master's Paper deadline, you must use eLion to file your intent to graduate before that semester's filing deadline. Doing so will ensure that your name appears on that semester's graduation list. The intent to graduate deadline, which can be found on the academic calendar, typically occurs approximately 2 weeks into each semester.

Both of these deadlines are set by the University and cannot be extended. **If you miss either one, you will be unable to graduate until the next semester.** Thus, it is very important that you check the academic calendar prior to the beginning of the semester in which you plan to graduate for the specific dates. For your convenience, we will also post the current deadlines on the Applied Psychology Association of Penn State Harrisburg (APAPSH) ANGEL site.

PROFESSIONAL MISCONDUCT

Students must adhere to the American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct*. Allegations of professional misconduct are taken very seriously and will be investigated and dealt with as warranted. Disciplinary action, including termination from the Program, can result from verified violations of the APA principles, which can be found at www.apa.org/ethics/code.html. You should familiarize yourself with these upon your entry to the Program.

ACADEMIC OPPORTUNITIES

Research and Applied Centers

There are a number of Centers at the College that conduct research or provide applied services for area businesses, communities, and governments. These can be valuable sources of information and can provide access to certain subject populations. Among the Centers that you might want to consult with are the Center for Community Action and Research, the Center for Environment and Community, and the Center for Survey Research. A complete list of College Centers can be found in the *Guide to Graduate Studies*.

Research Opportunities

All Psychology faculty maintain active research programs and welcome the involvement of graduate students beyond what is required for PSYC 594. Occasionally, individual faculty members have research grants that allow them to hire research assistants on an hourly basis.

We encourage students to share their research experiences by presenting their results at appropriate forums (e.g., the Annual Penn State Graduate School Fair; professional conferences). Student researchers who make a significant contribution to the research effort are often invited by faculty to co-author professional presentations and publications.

Student Organizations

Membership in clubs and organizations can be a valuable educational and social experience. The Applied Psychology Association of Penn State Harrisburg (APAPSH) is a student organization open to all students enrolled in either the Applied Clinical

Psychology or Applied Psychological Research programs. The purpose of the club is to support students as they progress through the program and to work with the faculty to strengthen the communication between students and faculty. Please support the club's activities. The club has an ANGEL site for posting documents and announcements and for communication. Contact any of the club officers to have your name added to the membership, or the club's advisor.

In addition to the graduate students organization, two other groups of particular interest to Psychology majors are the Psychology Club and Psi Chi, the National Honor Society in Psychology. The Psychology Club is open to all interested students, whereas Psi Chi has established membership requirements.

The Psychology Club is a student-run organization for individuals who are interested in psychology. Among other activities, the Psychology Club sponsors a trip to the meeting of the Eastern Psychological Association every year. The Psychology Club can be a valuable resource for Psychology majors, but its success depends on you. We strongly recommend that you join and become actively involved.

Admission to Psi Chi requires that one be admitted to a psychology graduate program, have an overall GPA of 3.0, and have completed 9 credits of graduate psychology classes at Capital College. Students will be invited to join when they meet the academic requirements. The national Psi Chi office sponsors a number of activities and competitive fellowships, as well as an undergraduate research paper competition at the American Psychological Association's annual meeting. Membership in Psi Chi is a lifetime honor, and is transferable to a chapter at any other university if you continue your education after you graduate.

Professional Organizations

The American Psychological Association (APA) and the American Psychological Society (APS) are the world's largest organizations of psychologists. Psychology graduate students are eligible to become student affiliates of both groups, and you are encouraged to join one or both during your first semester. This is a good step towards becoming a “professional.” The advantages of affiliating with these organizations are detailed in their membership material, which is available through the Psychology office. A number of Psychology faculty belong to these organizations and can endorse your applications if you decide to join.

There are also numerous specialized professional organizations (e.g., divisions of APA) that offer student membership. One or more of these might be in your field of interest and, by providing you with publications and networking opportunities in your chosen area, membership in these groups can be very rewarding. Speak to a faculty member who works in a relevant field for information about which of these organizations you might want to affiliate with.

Program Functions

The Psychology program, often in conjunction with APAPSH, sponsors several out-of-class programs that we hope you will attend. Capital College faculty as well as invited researchers from other institutions present their research at a monthly colloquium series. These presentations provide a good opportunity to see how research problems are conceptualized and studied. There are workshops offered as well as social events to facilitate professional growth and development.

GENERAL UNIVERSITY POLICIES AND RULES

University policies and rules that do not relate to academics per se can be found in the Student Guide to General University Policies and Rules at www.sa.psu.edu/ja/pdf/PoliciesRules.pdf. You should familiarize yourself with this site, as many questions that you might have about nonacademic policies are addressed therein. Included on this web page are policies for free expression, intolerance, sexual harassment, and nondiscrimination, all of which the University, Capital College, and the Psychology program take very seriously.

COLLEGE RESOURCES AND SERVICES

Penn State Harrisburg offers a number of academic and nonacademic resources and services. A detailed description of these can be found in the *Student Handbook*, in the *Guide to Graduate Studies*, and on the Penn State Harrisburg web page.

Although it is not possible to discuss them here at length, we want to make you aware of several resources that might enhance your academic experience in the Psychology program. The Learning Center offers tutoring, clinics, and other services tailored to students' needs. The College also has modern computer labs, and we encourage you to become a proficient computer user.

We also want to introduce you to the Penn State Harrisburg Library, which houses collections of psychology books and journals. However, you should be aware that these holdings are somewhat limited and that some class assignments might necessitate the use of materials that are not available at your campus' library. Contact our reference librarian, Ms. Bernadette Lear (bal19@psu.edu) for assistance.

Fortunately, many additional professional references can be accessed through the computerized Library Information Access System (LIAS). The most commonly used database for psychology literature searches is PsycINFO. Both LIAS and PsycINFO are very user-friendly, and a member of the Library staff will be happy to assist you until you feel comfortable using them. Please be sure electronic sources you use are full text, plus graphics. Generally, websites are not considered to be appropriate sources for research purposes.

Interlibrary Loan is another option for obtaining needed information. However, if you use this service, make sure that you allow ample time for the requested material to arrive. Students can also avail themselves of the Hershey Medical Center Library. Students taking Biological Basis of Behavior, Clinical Health Psychology, and related courses find the Medical Center collection to be especially useful. Although the Hershey Medical Center is part of Penn State, Penn State Harrisburg students cannot check out books directly. Rather, this must be done through Interlibrary Loan.

ADMINISTRATIVE AND PSYCHOLOGY STAFF

School Director

William D. Milheim, Director, School of Behavioral Sciences and Education (W351, 717/948-6205) is a Professor of Education. He was a postdoctoral fellow in Educational Psychology, received his Ph.D. in Educational Technology, and his M.Ed. in Community Health Education from Kent State University, and his B.A. in Psychology from the College of Wooster. He began his career in higher education as an instructional designer, providing instructional support for technology-based educational projects. He has published journal articles, edited a book and eight book chapters related to design, development and utilization of instructional technology in addition to numerous presentations at conferences.

Full-Time Psychology Faculty

These individuals advise and mentor students in the Applied Clinical Psychology and Applied Psychological Research programs and also teach courses in these areas. In addition, they are qualified to serve as members or chairs of master's paper committees.

MICHAEL A. BECKER, Associate Professor of Psychology (W311, 717/948-6037), is a social psychologist with interests in a number of areas of social behavior. His research has focused on Type A behavior and human sexual behavior. He is currently investigating the nature and function of sexual fantasy, online sexual addiction, and issues involved in interpersonal attraction and romantic relationships. He is the coauthor of a popular introductory statistics textbook, *Statistics for the Behavioral Sciences*, which is now in its fourth edition.

THOMAS G. BOWERS, Graduate Coordinator, Associate Professor of Psychology (W311, 717/948-6063) received his Ph.D. in Clinical Psychology, and is a licensed psychologist specializing in neuropsychology. His research interests include factors influencing alcohol consumption, smoking cessation and behavioral medicine. He has also conducted research on the efficacy of psychotherapy, indicators of brain-behavioral dysfunction, attention and learning disorders.

GINA BRELSFORD, Assistant Professor of Psychology (W311, 717/948-6759) is a licensed psychologist with a research focus in parent-child interactions. Her research interests include positive psychology, spirituality and religion within individuals and families.

BARBARA A. BREMER, Associate Professor of Psychology (W311, 717/948-6362) is a licensed psychologist specializing in social and health psychology. She received her doctorate from Bryn Mawr College, and is currently an Associate Professor of Psychology. Her primary research interests include issues in health psychology such as medical outcomes assessment, chronic and terminal illnesses, rehabilitation, quality of life, and women's health issues including the impact of family violence. Currently she is examining the impact of chronic disease processes, end of life decision making, the possible role of spirituality in quality of life perceptions, and the effectiveness of treatment programs for domestic violence.

RICHARD FIENE, Undergraduate Coordinator, Associate Professor of Psychology (W311, 717/948-6061) is a professor of Human Development and Family Studies in the College of Health and Human Development. Dr. Fiene, a research psychologist, has spent his professional career conducting research on child care

quality. His research at the national and state levels has centered on child care licensing, early childhood program accreditation, quality rating systems, and child care/early childhood development training systems and their impact on child care quality, in particular infant child care. Dr Fiene also was the Director of the Division of Licensing Systems & Research in the Office of Licensing and Regulatory Management, Pennsylvania Department of Public Welfare. Dr. Fiene has been the Research Director and a Special Assistant to the Deputy Secretary in the Pennsylvania Office of Children Youth and Families, Co-chaired the Cross Systems Licensing Project in the Pennsylvania Departments of Public Welfare, Aging, and Health, and was the Research Director for the Child Care/Early Childhood Development Training System.

RICHARD M. FOXX, Professor of Psychology (W 311, 717-948-6041). Applied Behavioral Analysis Program. He is an Adjunct Professor of Pediatrics in the College of Medicine of the Pennsylvania State University. Dr. Foxx has published eight books. He co-edited two books Making a Difference: Behavioral Intervention for Autism and Controversial Therapies for Developmental Disabilities. His latest book is Interventions for Treating the Eating Problems of Children with Autism Spectrum Disorders and Developmental Disabilities. He has written over 130 scientific publications, made 13 training films, and given over 2000 talks on applied behavior analysis. He has lectured in 17 foreign countries and 47 U. S. states. He is the editor-in-chief of Behavioral Interventions and is on the editorial board of six scientific journals. Dr. Foxx is a Fellow in five divisions of the American Psychological Association, the American Psychological Society, The Association for Behavior Analysis- International, and the American Association on Mental Retardation. He was the President of the Society for the

Advancement of Behavior Analysis; the Association for Behavior Analysis; and the Division of Mental Retardation and Developmental Disabilities of the American Psychological Association. His awards included Lifetime Achievement Award (1998) and Significant Contributions to Behavior Analysis Award (2001) from the New York State Association for Behavior Analysis, honorary member of the Norwegian Association for Behavior Analysis (1998), Society for the Advancement of Behavior Analysis Award for Effective Presentation of Behavior Analysis in the Mass Media (2003), and the inaugural John Jacobson award from Division 33 of the American Psychological Association (2007). He cofounded the Pennsylvania Association for Behavior Analysis, was its first President and serves as its executive director. He was president of the Pennsylvania chapter of the American Association on Mental Retardation. He has served as an expert witness in many court cases involving individuals with special needs. He is a licensed psychologist and Board Certified Behavior Analyst.

MARISSA HARRISON, Assistant Professor of Psychology (W311

717/948-6068) Dr. Harrison received her Ph.D. from the State University of Albany. She is a tenure track professor at Penn State Harrisburg. She is interested in interpersonal behavior such as the adaptive significance of kissing, interpersonal attraction and relationships.

REBECCA M. LAFOUNTAIN, Associate Professor of Psychology (W331

717/948-6219) is a licensed psychologist and a Diplomate in Adlerian Psychology. She received her doctorate from the College of William and Mary. She was Previously a professor for 14 years at Shippensburg University. She serves as the

Executive director of the North American society of Adlerian Psychology and has that as her focus in her clinical work.

SENEL POYRAZLI, Associate Professor of Counseling Psychology (W311, 717/948-6040) received her Ph.D. in Counseling Psychology from the University of Houston. She is a tenure-track Assistant Professor of Counseling Psychology. Her clinical background includes working with adolescents, college students, and war veterans and dealing with issues related to relationships, adjustment, depression, and trauma. Her research involves college student adjustment process and cross-cultural counseling. Currently, she is examining the relation between ethnic identity, social support, acculturative stress and psychosocial adjustment among international college students.

KIMBERLY A. SCHRECK, Associate Professor of Psychology (W 311, 717/948-6048) Applied Behavioral Analysis Program. Dr. Schreck is a licensed psychologist and a board certified behavior analyst, specializing in autism and mental retardation/developmental disabilities. Her expertise also includes early intervention and childhood sleep disorders. The author of numerous scholarly articles, Dr. Schreck has written for the Journal of Autism and Developmental Disorders, the Journal of Developmental and Physical Disabilities, and Behavioral Interventions. Since 1995, she has presented her research findings at mental health and psychological conventions worldwide, among them are the 26th annual conference of the Association for Behavior Analysis in Washington, DC., the American Association of Mental Retardation in San Diego, CA, the 11th annual convention of the International Association for the Scientific Study of Intellectual Disabilities in Seattle, WA, and the 1st annual conference of the Pennsylvania Association for Behavior Analysis in Harrisburg, PA.

MARIA A. TURKSON, Assistant Professor of Psychology (W311, 717/948-6065) received her Ph.D. in Counseling Psychology from the University of Maryland-College Park, and is a licensed psychologist. Her research has focused on therapist self-care, the therapy relationship between client and therapist (in particular the working alliance), and career development using personality variables as predictors. Most recently, she authored a book chapter for therapists on “restructuring cognitions” in the recently published book, *Leaving it at the Office: A Guide to Psychotherapist Self-Care*. Dr. Turkson received an award and grant from the National Career Development Association for her research on career indecision. She has presented her research at the annual convention of the American Psychological Association. Finally, she is also interested in women’s issues as a teaching and research area.

XU XU, Assistant Professor of Psychology (W311, 717/948-6035) is a cognitive psychologist. General research interests include the relationship between language and thinking, abstract concept representation, and the processing of figurative language. Current research projects focus on the organization and the embodied basis of mental activity concepts, and individual differences in the representation of abstract domains. Interests also include the application of statistical techniques in psychological research.

Affiliated Faculty

Although the primary work responsibility for these individuals is not in the Applied Clinical Psychology or Applied Psychological Research programs, they may sometimes teach courses in these areas. In addition, they are qualified to serve as members or chairs of master’s paper committee.

JOHN STEVEN BACKELS, Affiliate Assistant Professor of Psychology (W-117, 717/948-6025) is the Coordinator of the Personal Counseling program at Penn State Harrisburg. He may supervise a master's project or be a committee member for a master's project.

PSYCHOLOGY COURSE DESCRIPTIONS

Some of the following are official University course descriptions and some are expanded descriptions intended to provide a more detailed understanding of the course content. The official course descriptions for all Psychology courses can be found in the *Graduate Degree Programs Bulletin* and the *Guide to Graduate Studies*.

PSYC 500 Ethics and Professional Practice in Psychology and Counseling (3 credits). This course will familiarize students with the standards of ethical conduct related to research and practice in psychology. Prerequisite: Admission to Applied Clinical Psychology or Applied Psychological Research programs.

PSYC 501 Cultural Competency in Psychology (3 credits). This course will familiarize students with the need for sensitivity to individual and group differences associated with culture and ethnicity. Prerequisite: Admission to Applied Clinical Psychology or Applied Psychological Research programs.

PSYC 502 Applied Social Psychology (3 credits). An examination of social psychological applications to areas such as health, law, interpersonal relations, environment, politics, and other social issues.

PSYC 510 Human Development and Growth (3 credits). This course will focus on aspects of human development across the entire life span, including infancy, childhood, adolescence, adulthood, and aging. Prerequisites: Admission to Applied Clinical program or permission of program.

PSYC 514 Preventive Psychology (3 credits). This course focuses on the theoretical, conceptual, programmatic, and empirical issues currently in preventive psychology. Prerequisite: Admission to program.

PSYC 515 Clinical Health Psychology (3 credits). This course examines wellness maintenance, early detection, and the impact of health care on individuals and the community. Prerequisite: Admission to program.

PSYC 516 Child Health Psychology (3 credits). This course will familiarize students with health issues in the context of child development and family systems. Prerequisite: Admission to Applied Clinical Psychology program.

PSYC 517 Psychopathology (3 credits). A broad spectrum view of psychopathology including biological, social, cognitive, psychological, and neuropsychological approaches is emphasized, with an applied focus. Prerequisite: Admission to program.

PSYC 518 Interviewing and Counseling (3 credits). This course covers basic clinical interviewing and counseling techniques from both the didactic and experiential perspectives. Prerequisites: admission to the program.

PSYC 519 Theories and Models of Psychotherapy (3 credits). An advanced level of psychotherapies and applications in diverse settings. Prerequisites: PSYC 518.

PSYC 520 Research Methods (4 credits). The course will review experimental, quasi-experimental designs, program evaluation, between subject designs, and with subject or intra-subject designs. Prerequisite: Admission to program.

PSYC 521 Statistics (4 credits). The nature, computation, computer analysis, interpretation, and APA-style write-up will be discussed for a number of statistical tests. Prerequisites: PSYC 520, admission to program, and satisfactory performance on a statistics proficiency exam.

PSYC 524 Biological Basis of Behavior (3 credits). This course focuses on biological determinants of behavior, including evolution, hormones, sensory systems, internal states, reproduction, emotions, learning, and memory. Prerequisite: Admission to Applied Clinical Psychology or Applied Psychological Research programs.

PSYC 525 Forensic Psychology (3 credits). This course will explore social, cognitive, civil and criminal issues related to forensic psychology. Prerequisite: Admission to Applied Clinical Psychology program.

PSYC 526 Behavioral Systems in Criminal Justice (3 credits). The impact of crime on the offender, the victim and society will be studied from the psychological perspective. Prerequisite: Admission to Applied Clinical Psychology program.

PSYC 530 Research Paper (3 credits). Supervised research in psychology for degree candidates. Prerequisites: PSYC 520, PSYC 521, and permission of program.

PSYC 535 Behavioral Management (3 credits). Analysis of determinants of behavior and behavioral ecology. Emphasis on data collection and data evaluation techniques.

PSYC 540 Group Interventions (3 credits). This course covers applications of psychotherapeutic techniques to a group setting. Prerequisites: PSYC 518, and admission to the program.

PSYC 571 Tests and Measurements (3 credits). Administration, analysis, and interpretation of psychological evaluation methods will be reviewed. Prerequisites: permission of the program.

PSYC 572 Neuropsychological Assessment (3 credits). This course will review the biological bases of behavior, emphasizing brain-behavioral relationships and assessment of these relationships. Prerequisites: PSYC 524, 571.

PSYC 592 Current Topics in Applied Psychology (3 credits). Prerequisites: PSYC 519 and admission to program.

PSYC 594 Research Topics (1-18 credits). Supervised student activities on research projects identified on an individual or small group basis.

PSYC 595A Clinical Practicum (1 credit). Provides practicum experience component for interviewing and counseling course. Prerequisites: PSYC 500, 517, 518, 519 and professional liability insurance.

PSYC 595B Clinical Internship (1-18 credits). Supervised clinical experience in a community setting. Prerequisites: PSYC 595A and professional liability insurance.

PSYC 596 Individual Studies (3 credits).

PSYC 597 Special Topics (1-9 credits).

IMPORTANT EMAIL ADDRESSES, PHONE NUMBERS, AND WEB SITES

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Miscellaneous

Bursar..... 717/948-6009
Career Services 717/948-6260
Computer & Information Systems..... 717/948-6188
Continuing Education 717/948-6505
Counseling Center..... 717/948-6025
Enrollment Services
 Academic Records 717/948-6021
 Admission..... 717/948-6250
Financial Aid..... 717/948-6307
Health Services 717/948-6015
Housing..... 717/948-6244
Learning Center 717/948-6469
Library 717/948-6070
Police Services..... 717/948-6232
Student Activities..... 717/948-6273

Writing Lab 717/948-6469

Web Sites

eLion www.eLion.psu.edu/
Graduate Degree Programs Bulletin www.psu.edu/bulletins/whitebook
Penn State Harrisburg Web Page..... www.hbg.psu.edu/
School of Behavioral Sciences and Education Web
Page www.hbg.psu.edu/bsed/
Student Guide to General University Policies
and Rules..... www.sa.psu.edu/ja/pdf/PoliciesRules.pdf