

5-5-1986

Revision of MA in Psychology

The College at Brockport, College Senate

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lution #23

Dr. H. Jayne Vogan
President
Faculty Senate
Campus

TO: President John E. Van de Wetering

FROM: The Faculty Senate

Meeting on May 5, 1986
(Date)

RE: x I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the fitness of)
 III. Other (Notice, Request, Report, etc.)

SUBJECT: Revision of MA in Psychology



Signed [Signature] Date Sent 5/19/86
(For the Senate)

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

a. Accepted. Effective Date Fall 86

b. Deferred for discussion with the Faculty Senate on _____

c. Unacceptable for the reasons contained in the attached explanation

II., III. a. Received and acknowledged

b. Comment:

DISTRIBUTION: Vice Presidents: Cover page only
See attached list

Others:

Distribution Date: 5/21/86

Signed: [Signature]
(President of the College)

Date Received by the Senate: _____

MASTER OF ARTS IN PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY

Chairman and Associate Professor: Frederick Gravetter, Ph.D., Duke University

Professors:

Charles R. Day, Ph.D., Ohio State University
Martin S. Lindauer, Ph.D., New School of Social Research
George A. Pinckney, M.A., University of Nebraska

Associate Professors:

Stuart Appelle, Ph.D., George Washington University
Sachio Ashida, Ph.D., University of Nebraska
Peter F. Galvani, Ph.D. University of Iowa
Larry Hjelle, Ph.D. University of Oklahoma
William Riddell, Ph.D., University of Connecticut
Ross Vasta, Ph.D., SUNY at Stony Brook
Larry Wallnau, Ph.D., SUNY at Albany
Stanley Wechkin, Ph.D., University of Tennessee

Assistant Professors:

C. Stuart Dubé II, C.A.S., University of Bridgeport
Herbert C. Fink, Ph.D., University of Rochester

The Program:

The Master of Arts Program with emphasis in Applied Human Services and Behavior Change is an innovative program designed to prepare students for careers in applied psychology. Students are trained as scientists and practitioners, concerned with the application of psychological principles to the treatment and prevention of behavior disorders. Courses provide theoretical and practical training in contemporary methods of assessment, clinical intervention and program evaluation.

Admission will be based on scores from the Graduate Record Examination (verbal and quantitative), academic transcripts from all undergraduate course work, letters of recommendation, a completed application form, and a personal interview. Once admitted to the program, a student may proceed on a part-time basis, so long as reasonable progress is being made toward the degree.

NOTE: Applicants must demonstrate the degree of ethical conduct and responsibility appropriate for a professional service provider, along with the personal characteristics essential for effective clinical involvement. The Department of Psychology has the professional responsibility of denying admission or continuation in the program to any student whose level of performance and/or personal characteristics do not adequately meet academic or professional standards.

Program Requirements

A minimum of 30 hours of graduate credit is required. This 30 hours includes 24 hours of course work and six hours of supervised practicum experience in a local placement. The specific requirements are presented below:

- 1) A minimum cumulative index of 3.0 (B) is required for the 24 hours of course work (excluding the 6-hour practicum) required for the Master of Arts in Psychology.
- 2) The following courses are required: (Note: course numbers do not determine the order in which courses are taken).
 - a) PSH 634 Psychopathology (3 hours)
PSH 701 Evaluation and Research Methods (3 hours)
PSH 702 Intervention Skills I (3 hours)
PSH 703 Intervention Skills II (3 hours)
PSH 704 Assessment I (3 hours)
PSH 705 Assessment II (3 hours)
 - b) PSH 710 Practicum (6 hours)
- 3) Six hours of electives are required to complete the 30 hours. These courses may be selected from a list of graduate courses approved by the Graduate Program or the student may petition to have a nonlisted course approved as part of his/her program.
- 4) Practicum work may not begin until the 24 credit hours of course work have been satisfactorily completed.

Psychology Courses**PSH 634 PSYCHOPATHOLOGY**

This course covers theory and research in psychopathology, including the issue of continuity versus discontinuity of normal to pathological behavior. It offers a comprehensive review and critical evaluation of behavioral disorders under the DSM-III. Etiological, diagnostic, and treatment/intervention considerations are examined.

PSH 701 EVALUATION AND RESEARCH METHODS

This course provides an overview of research methods and evaluation, along with associated statistical considerations that are relevant to applied human services. The focus will be on issues such as (1) evaluating and assessing behavior change, (2) empirical means of obtaining data on treatment (intervention) outcomes, (3) research design options in evaluation outcomes, (4) critical evaluation of research, and (5) ethical issues in research in applied settings.

PSH 702 INTERVENTION I

The emphasis of this course will be on behavioral intervention techniques, particularly as they apply to children and residential populations.

PSH 703 INTERVENTION II

The purpose of this course is to consider the theory, research, and application of selected intervention methods used principally with adults. Topics will include: progressive relaxation, systematic desensitization, cognitive self-control techniques, assertion training, rational-emotive therapy, and others.

PSH 704 ASSESSMENT I

This course is concerned with the assessment of intellectual, cognitive, and adaptive functioning. Consideration of the theory and construction of developmental and I.Q. tests will be combined with practice in administering and scoring these instruments.

PSH 705 ASSESSMENT II

This course will consider additional methods of assessment, including behavioral and observational measures, interviewing, projective techniques, and others.

PSH 710 PRACTICUM

Practical experience in a human service agency. Each practicum placement is developed individually, based on the specific student and agency involved. Each practicum is supervised by an agency staff member as well as a faculty member from the Department of Psychology. Students must successfully complete all required course work before beginning the practicum.

Robert J. Gemmett, Dean of Letters and Science

From: Ross Vasta, Department of Psychology

Re: Visit to SUNY College at Plattsburgh, Nov. 7-9, 1985

The following is a report of my recent visit to the Department of Psychology at the State University of New York at Plattsburgh. The report will include a description of the visit and the information I obtained that is relevant to our proposed Masters program.

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the Visit

I was warmly received by the members of the Psychology faculty, who cheerfully answered my questions and who made an effort to make my visit as useful as possible.

A. Purpose—My overall goal in conducting this site visit was to examine how clinical training is conducted within the constraints of a Masters program.. The issues of particular interest to me were at two levels. With regard to programmatic concerns, I hoped to learn more about the specific content of the courses in assessment and therapy, including their accompanying practica. I also wished to examine how the internships are developed, administered, and supervised. At a more global level, I sought to acquire information relevant to three other issues: the potential demand for a program of this kind, the value and marketability of this type of degree, and the staffing requirements of such a program. Finally, I shared with them the outlines of our proposed program and invited their comments and advice.

B. Schedule and Activities—In a prior phone conversation with Dr. Peter Hornby, I had outlined the topics that were of principal interest to me. As a result, Dr. Hornby had arranged a schedule for my visit that used my time efficiently and fruitfully.

I had the opportunity to speak with many of the Psychology faculty, but most of my indepth discussions were with three members of the department: Dr. Peter Hornby, Department Chair, Dr. Paula Yellin, Director of the Graduate Program, and Dr. Neal Smalley, Coordinator of the internship program. In addition, I met separately with several first- and second-year graduate students to gain their impressions and perspectives on the program.

The visit included a tour of the department's clinical and laboratory

facilities, as well as a look at other resources around the campus. I also obtained detailed outlines of each of the program's required courses.

II. Plattsburgh's Program

A brief examination of Plattsburgh's program will help provide comparisons and contrasts with Brockport's proposed program. The colleges are of similar size. Plattsburgh enrolls 5000-6000 FTE and their Psychology faculty number 15, with about 200 majors. Most of the students, however, are full-time and recent high school graduates.

A. Degree Requirements--The Masters program consists of 60 credit hours, typically completed over two years of full-time study. All students take the same courses (with one elective available) and all receive an M. A. in Applied Psychology. However, if they choose to pursue a career in mental health, they complete their internship in a clinical setting; if they wish to become a school psychologist, they complete their internship in an elementary or secondary school. In the past few years, the clinical option has been considerably more popular, with 14 of 16 first-year students planning this option, and 9 of 11 second-year students doing the same.

B. Students--The department receives approximately 50 complete applications each year, and incoming classes typically enroll 12-18 students. The students come principally from the Northeastern states and virtually all are full-time and in residence. Most have been out of undergraduate school for several years and employed in some area of the human services.

C. Faculty--Of the 15 full-time faculty, 5 are licensed clinicians and 2 are certified school psychologists. The remainder are in

ational areas of experimental psychology.

D. Curriculum--The 60-hour program differs from our proposed program in a quantitative, rather than qualitative way. For example, whereas we propose a single psychopathology course, Plattsburgh offers two; we will require one course in research methods, they require two; we plan a two-course sequence in both assessment and intervention courses, they require three of each; we will have graduate courses in basic theoretical areas (personality, human learning, developmental disabilities, etc.) available as electives, they include them as part of the required program; and so on.

III. Issues Relevant to Brockport's Program

Some of the above information, along with other data that became available to me, bears directly on the three larger issues I described at the outset.

A. Program Demand--Plattsburgh has had no difficulty attracting students to its program. Although their program differs in scope from ours, they were very optimistic regarding a market for our training. In fact, they have recently been considering offering a 30-hour, one-year program, themselves, in response to local demand for advanced training among presently-employed individuals. They suspect that such a program would be at least as popular as their present program--this despite their poor proximity to a metropolitan population.

B. Value of Degree--Plattsburgh's graduates have been very successful in obtaining employment in their field. Most of the clinical students find jobs in mental health agencies, developmental centers, or specialized treatment facilities (e.g., drug or alcohol rehab centers, youth counseling, Planned Parenthood, etc.). Some use the degree as a

stepping stone to doctoral training in clinical or counseling psychology. The faculty could not recall a single instance of a student failing to obtain employment in some aspect of the human services. They also were very supportive of our plan to provide training that would permit individuals who are presently in full-time employment to advance within their own agency or center.

C. Staffing Requirements--Plattsburgh is fortunate to have seven members of their department who possess either clinical or school certification. Such a staff allows them to provide a great deal of direct training and supervision to their students. They agreed that a minimum of two licensed clinicians, along with one or two school psychologists, would be essential for offering a program of this type, so long as other faculty could offer some courses relevant to the program.

IV. Conclusion

My visit to Plattsburgh has made me more convinced than ever that the Masters program we are proposing is workable. As the data from our questionnaire suggested, the demand for this type of program is strong and probably growing. The degree is marketable immediately, and also facilitates the opportunity for additional study. Our curriculum is very similar to that which Plattsburgh has developed over more than 15 years of experience with this program. And we are within one faculty position of having the staffing necessary to offer a program of this kind.

I also was very impressed with the impact that this program has had on their department. Everyone I spoke to displayed an enthusiasm for the program that reflected their pride in its success. They described the college's strong support for their efforts and the very positive reactions

members of the local human services community. I have no doubt that similar benefits would accrue to our department, college, and community from the program we are proposing.