



**WILLIAM JAMES  
COLLEGE**

**Cross-Departmental Concentrations Handbook**

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### Concentrations

William James College offers cross-departmental concentrations to all graduate students. Students can complete concentrations as a Major Area of Study or Area of Emphasis as follows:

	<b>Major Area of Study</b>	<b>Area of Emphasis</b>
<b>African and Caribbean Mental Health Program (ACMH)</b>	<ul style="list-style-type: none"> <li>• All graduate programs</li> </ul>	<ul style="list-style-type: none"> <li>• All graduate programs</li> </ul>
<b>Global Mental Health Program (GMH)</b>	<ul style="list-style-type: none"> <li>• All graduate programs</li> </ul>	<ul style="list-style-type: none"> <li>• All graduate programs</li> </ul>
<b>Latino Mental Health Program (LMHP)</b>	<ul style="list-style-type: none"> <li>• PsyD Clinical Psychology</li> <li>• PsyD School Psychology</li> <li>• MA Clinical Mental Health Counseling</li> <li>• MA/CAGS School Psychology</li> </ul>	
<b>Military and Veterans Psychology Program (MVP)</b>		<ul style="list-style-type: none"> <li>• PsyD Clinical Psychology</li> <li>• MA Clinical Mental Health Counseling</li> </ul>
<b>Children and Families of Adversity and Resilience</b>	<ul style="list-style-type: none"> <li>• PsyD Clinical Psychology</li> <li>• PsyD School Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• PsyD Clinical Psychology</li> <li>• PsyD School Psychology</li> <li>• MA/CAGS School Psychology</li> </ul>

Students may enroll in more than one Major Area of Study and/or Area of Emphasis. Students who are interested should consult with their academic advisor and the concentration directors to discuss options for completing the required curricula.

Students who are not completing a concentration but are interested in the courses offered may enroll in them as an elective on a space available basis.

All students enrolled in a concentration are required to complete courses in a traditional in-person format. Thus, students in blended or online programs should take this into consideration prior to enrolling.

Additional concentrations and areas of emphasis are available to students enrolled in a PsyD in Clinical Psychology or a MA in Clinical Mental Health Counseling. Please consult the appropriate program handbook for further information.

Program concentrations are offered to students enrolled in a PsyD in Clinical Psychology. In addition to the cross-departmental concentrations, students can choose to specialize in one of the following five areas:

- Forensic Psychology
- Geropsychology
- Clinical Health Psychology
- Neuropsychology

In addition to the cross-departmental concentrations, Clinical Mental Health Counseling students can choose to specialize in one of the following four departmental Areas of Emphasis:

- Couples & Family Therapy
- Expressive Arts Therapy
- Forensic & Correctional Counseling
- Health & Behavioral Medicine

## **African and Caribbean Mental Health**

As the United States becomes more multiracial, multiethnic and multilingual, and the world increasingly globalized, there is a growing need for mental health providers to be skilled in the assessment of culturally diverse clients and the delivery of culturally competent clinical services. The primary goal of the African & Caribbean Mental Health (ACMH) concentration is to train graduate psychology students, and equip them with the knowledge and skills necessary to provide culturally-sensitive and evidence-based mental health services to individuals, families, and groups of Black/African/African-American and Caribbean ancestry.

### **Program Overview**

The ACMH concentration is designed to enhance students' awareness and knowledge of the roles of class, ethnicity, gender, race, sexual orientation, ability and disability, language, and minority and immigrant status in the mental health of historically marginalized individuals and communities. The concentration aims to recruit, mentor and educate mental health providers to address disparities and inequalities in mental health policies, research and clinical practices; and actively engage them in advocacy efforts to improve the health and well-being of Black communities locally and across the globe.

Concentration courses will expose students to a variety of theories and clinical practices that are intended to promote cultural competence. Through didactic and experiential activities, students will be introduced to culturally-responsive assessment methods, diagnostic evaluation tools, and psychological interventions with a focus on the interconnected behavioral, social, emotional and spiritual needs of culturally and linguistically diverse clients. Concentration students will appreciate how culture shapes and influences behaviors in cross-cultural and multicultural contexts; critically examine issues of diversity and cross-cultural considerations in diagnosing, counseling, and treating individuals of diverse cultural backgrounds; and explore mental health and illness through a broadened social justice and multicultural lens. Students will also expand their knowledge of psychosocial factors that are germane to providing culturally-sensitive psychotherapeutic services to Black/African/African-American/Caribbean individuals, families, and communities.

Additionally, service learning programs and cultural immersion experiences in international settings such as Guyana, Haiti and Kenya will enhance students' sensitivity to diversity and difference, promote learning and sharing of cross-cultural experiences, enhance students' competence in building therapeutic relationships with diverse populations, increase students' awareness of ethics and standards appropriate to professional practice with culturally diverse populations, and expand students' global perspectives of psychological theories and their application to culturally diverse groups. Opportunities for local immersion experiences that do

not require students to travel internationally are also available and will fulfill the concentration requirements.

### **Enrollment Process**

The ACMH concentration is open to all William James College (WJC) students who have a strong interest in providing culturally-sensitive mental health services to Black individuals, families, and communities. All WJC departments offer the concentration as a Major Area of Study and an Area of Emphasis. To enroll, students should download and complete the Concentration Declaration Form from the Registrar's Office webpage before the deadline (usually November 1<sup>st</sup>, though the date is subject to change). The Concentration Declaration Form must first be reviewed by the student's advisor before e-mailing it to the concentration Director, Dr. Gemima St. Louis (Gemima\_Stlouis@williamjames.edu). Students typically apply in the fall semester of their first year and begin courses during the second semester of their first year.

Masters level students in Clinical Mental Health Counseling, and School Psychology MA/ CAGS who are enrolled in ACMH, will graduate with extra credits.

### **Curriculum**

#### **Doctoral level students in Clinical Psychology, Leadership Psychology, or School Psychology.**

*Major Area of Study (9 Credits)*

<b>Required courses</b>	<b>Credits</b>
<b>AC600</b> - Mental Health Disparities: Multicultural & Global Perspectives	2
<b>AC620</b> - Introduction to African & Caribbean Mental Health	2
<b>AC700</b> - Cultural Foundations: The Experiences of African and Caribbean Groups in the U.S.	2
<b>AC810</b> - Assessment & Treatment of Individuals of African and Caribbean Heritage	2
<b>One of the following immersion courses:</b>	
<b>CC564</b> - Haiti Service Learning and Cultural Immersion Experience	1
<b>CC567</b> – Collective Trauma and Community Healing (Kenya Immersion Course)	1
<b>CC566</b> – Guyana Service Learning & Cultural Immersion Course	1

**Masters level students in Clinical Mental Health Counseling, Organizational Psychology, or School Psychology.**

*Major Area of Study (5 credits)*

<b>Required courses</b>	<b>Credits</b>
AC600 - Mental Health Disparities: Multicultural & Global Perspectives	2
<b>One of the following courses:</b>	
AC620 - Introduction to African & Caribbean Mental Health	2
AC700 - Cultural Foundations: The Experiences of African and Caribbean Groups in the U.S.	2
<b>One of the following immersion courses:</b>	
CC564 - Haiti Service Learning and Cultural Immersion Experience	1
CC567 – Collective Trauma and Community Healing (Kenya Immersion Course)	1
CC566 – Guyana Service Learning & Cultural Immersion Course	1

*Please note: Clinical Mental Health Counseling and School Psychology MA/CAGS students in the ACMH concentration will graduate with 5 extra credits. Submission of the concentration declaration form guarantees financial aid for all credits.*

**Doctoral level students in Clinical Psychology or School Psychology.**

*Area of Emphasis (5 credits)*

<b>Required courses</b>	<b>Credits</b>
AC600 - Mental Health Disparities: Multicultural & Global Perspectives	2
<b>One of the following courses:</b>	
AC620 - Introduction to African & Caribbean Mental Health	2
AC700 - Cultural Foundations: The Experiences of African and Caribbean Groups in the U.S.	2
<b>One of the following immersion courses:</b>	
CC564 - Haiti Service Learning and Cultural Immersion Experience	1
CC567 – Collective Trauma and Community Healing (Kenya Immersion Course)	1
CC566 – Guyana Service Learning & Cultural Immersion Course	1

**Recommended Sequence**

While the following sequence of courses is recommended, students are encouraged to meet with their advisor and concentration director to discuss their own academic plan.

	<b>Coursework</b>	<b>Fieldwork</b>	<b>Other</b>

<b>Year 1: Fall</b>		General Practicum Site (Option: 25% or more of clinical work with Black individuals or groups)	Complete & submit a Concentration Declaration Form
<b>Year 1: Spring</b>	<b>AC620</b> - Introduction to African & Caribbean Mental Health	General Practicum Site (Option: 25% or more of clinical work with Black individuals or groups)	Continuing Education (CE) Event (e.g., <i>Conference on Haitian Mental Health</i> )
<b>Year 1: Summer Sessions I &amp; II</b>	<b>CC564</b> - Haiti Service Learning and Cultural Immersion Experience OR Service Learning and Cultural Immersion Program in Kenya or Guyana OR Local Immersion Option		
<b>Year 2: Fall</b>	<b>AC600</b> - Mental Health Disparities: Multicultural & Global Perspectives	General Practicum Site (Option: 25% or more of clinical work with Black individuals or groups)	Continuing Education (CE) Event (e.g., <i>Conference on Global Mental Health</i> )
<b>Year 2: Spring</b>	<b>AC700</b> - Cultural Foundations: The Experiences of African and Caribbean Groups in the U.S.	General Practicum Site (Option: 25% or more of clinical work with Black individuals or groups)	
<b>Year 2: Summer Sessions I and II</b>	<b>AC810</b> - Assessment & Treatment of Individuals of African and Caribbean Heritage  If not already completed: Service Learning and Cultural Immersion Program in Haiti, Kenya or Guyana OR Local Immersion Option		
<b>Year 3: Fall &amp; Spring</b>		Advanced Practicum Site (Option: 25% or more of clinical work with Black individuals or groups)	Doctoral Project in an area relevant to ACMH (i.e., DP1 and DP2)



<b>Year 4: Fall &amp; Spring</b>		Advanced Practicum Site (Option: 25% or more of clinical work with Black individuals or groups)	Doctoral Project in an area relevant to ACMH (i.e., DP3 and DP4)
<b>Year 5: Fall &amp; Spring</b>		APA Internship (Option: 25% or more of clinical work with Black individuals or groups)	

### **Field Placement**

Students will complete their practicum placements at clinical training sites where at least 25% of the training experience will be with clients of African, African-American and/or Caribbean heritage. A list of sites approved by the concentration director can be accessed via SSIG.

### **Doctoral Project**

Doctoral-level students who are completing a Major Area of Study in the ACMH concentration will be required to complete a doctoral project on a topic germane to ACMH. It is recommended that at least one of their doctoral project committee members be a Multicultural and Global Mental Health Center faculty or a professional with substantial experience or expertise in the field. Doctoral-level students who are completing an Area of Emphasis in the ACMH concentration are strongly encouraged, but are not required, to choose a doctoral project with a focus on the population of interest.

### **Additional Requirements**

To support student's professional growth and development, ACMH concentration students must attend at least one Continuing Education (CE) event annually that is sponsored or approved by the Center for Multicultural & Global Mental Health. Students are also encouraged to attend a variety of activities (e.g., conferences, lectures, film series, social and cultural events) throughout the year that are organized by the Center for Multicultural & Global Mental Health.

## **Global Mental Health**

Increasing attention, worldwide, has focused on the treatment gap—the mental health inequities between low-income and high-income countries, and among vulnerable populations within wealthy nations: indigenous people, refugees and the urban poor. The emerging field of global mental health seeks to improve professional practices and research, advocacy and awareness, policies and programs, and social and environmental factors that affect health and psychosocial well-being. The goals of the Global Mental Health concentration (GMH) are to train graduate students in clinical, counseling, school and organizational psychology, and to prepare them to provide culturally sensitive and evidence based approaches that emphasize the social determinants of mental health, local needs and priorities, and culturally informed community capacity building.

### **Program Overview**

The GMH concentration is designed to raise students' knowledge and awareness of the ways in which mental health inequalities are historically and socially produced, and their understanding of how poverty, racism and social exclusion exert powerful influences on the emotional and social well-being of individuals, families, and communities. The disciplinary challenges in applying Western psychological categories, concepts and interventions globally are addressed, with an emphasis on understanding that local concepts of mental illness, and the related health care-seeking behavior are essential for the development of effective mental health interventions and program development locally and globally.

Concentration courses will expose students to the interdisciplinary and multi-sectoral approaches to global mental health initiatives, research, program development and program evaluation. Through coursework and experiential activities, students will be introduced to cultural idioms of distress, to cultural responses to suffering and healing, and to culturally sensitive conceptualizations of trauma and resilience. Students will learn to identify and differentiate the characteristics and needs of specific vulnerable populations: immigrants, refugees, victims of torture, post-conflict populations, and to provide appropriate social emotional support at the individual, systemic and programmatic level.

Additionally, service learning programs and cultural immersion experiences in international settings such as Haiti, Kenya, Guyana, and Ecuador will enhance students' sensitivity to diversity and difference; promote learning and sharing of cross-cultural experiences; enhance students' competence in building relationships with diverse populations; increase students' awareness of ethics and standards appropriate to professional practice with culturally diverse populations; and expand students' global perspectives of psychological theories and their application to culturally diverse groups. Opportunities for local immersion experiences that do

not require students to travel internationally are also available to fulfill the concentration requirements.

### Enrollment Process

The GMH concentration is open to all William James College students across programs and departments who have a strong interest in serving historically marginalized populations, particularly refugees, immigrants, post-conflict populations and victims of torture. Two levels of involvement are offered: Major Area of Study and Area of Emphasis. To enroll, students should download and complete the Concentration Declaration Form from the Registrar's Office webpage, and submit it by the deadline (usually November 1<sup>st</sup>, though the date is subject to change). The Concentration Declaration Form must first be reviewed and signed by the student's advisor. Students will apply in the fall semester of their first year and begin courses during the second semester of their first year.

### Curriculum

#### All graduate students.

##### *Major Area of Study (9 Credits)*

Required courses	Credits
AC610 - Introduction to Global Mental Health	2
AC600 - Mental Health Disparities: Multicultural & Global Perspectives	2
AC710 - Fundamentals of Global Mental Health	2
AC800 - Global Mental Health: Program Development & Program Evaluation	2
<b>One of the following immersion courses:</b>	
CC564 - Haiti Service Learning and Cultural Immersion Experience	1
CC567 – Collective Trauma and Community Healing (Kenya Immersion Course)	1
CC566 – Guyana Service Learning & Cultural Immersion Course	1
CC563 – Ecuador Summer Immersion	1

***Please note: Clinical Mental Health Counseling and School Psychology MA/CAGS students in the GMH concentration will graduate with 5 extra credits. Submission of the concentration declaration form guarantees financial aid for all credits.***

#### All graduate students.

##### *Area of Emphasis (5 credits)*

Required course	Credits
AC610 - Introduction to Global Mental Health	2
<b>One of the following courses:</b>	
AC600 - Mental Health Disparities: Multicultural & Global Perspectives	2
AC710 - Fundamentals of Global Mental Health	2
AC800 - Global Mental Health: Program Development & Program Evaluation	2

<b>One of the following immersion courses:</b>	
CC564 - Haiti Service Learning and Cultural Immersion Experience	1
CC567 – Collective Trauma and Community Healing (Kenya Immersion Course)	1
CC566 – Guyana Service Learning & Cultural Immersion Course	1
CC563 – Ecuador Summer Immersion	1

### Recommended Sequence

While the following sequence of courses is recommended, students are encouraged to meet with their advisor and concentration director to discuss their own academic plan.

	<b>Coursework</b>	<b>Fieldwork</b>	<b>Other</b>
<b>Year 1: Fall</b>		General Practicum Site (Option: 25% or more of clinical work with immigrant or refugee individuals or groups)	Complete & submit a Concentration Declaration Form
<b>Year 1: Spring</b>	AC610 - Introduction to Global Mental Health	General Practicum Site (Option: 25% or more of clinical work with immigrant or refugee individuals or groups)	Continuing Education (CE) Event (e.g., <i>Conference on Global Mental Health</i> )
<b>Year 1: Summer Sessions I &amp; II</b>	CC564 - Haiti Service Learning and Cultural Immersion Experience OR Local Immersion Option		
<b>Year 2: Fall</b>	AC600 - Mental Health Disparities: Multicultural & Global Perspectives	General Practicum Site (Option: 25% or more of clinical work with immigrant or refugee individuals or groups)	Continuing Education (CE) Event (e.g., <i>Conference on Global Mental Health</i> )
<b>Year 2: Spring</b>	AC710 - Fundamentals of Global Mental Health	General Practicum Site (Option: 25% or more of clinical work with immigrant or refugee individuals or groups)	
<b>Year 2: Summer Sessions I and II</b>	Service Learning and Cultural Immersion Program in Haiti, Kenya, Guyana or Ecuador		

	OR Local Immersion Option		
<b>Year 3: Fall &amp; Spring</b>	<b>AC800</b> - Global Mental Health: Program Development & Program Evaluation	Advanced Practicum Site (Option: 25% or more of clinical work with immigrant or refugee individuals or groups)	Doctoral Project in an area relevant to GMH (i.e., DP1 and DP2)
<b>Year 4: Fall &amp; Spring</b>		Advanced Practicum Site (Option: 25% or more of clinical work with immigrant or refugee individuals or groups)	Doctoral Project in an area relevant to GMH (i.e., DP3 and DP4)
<b>Year 5: Fall &amp; Spring</b>		APA Internship (Option: 25% or more of clinical work with immigrant or refugee individuals or groups)	

### Field Placement

Students enrolled in the GMH concentration need to complete a minimum of 25% of direct clinical experience with immigrant or refugee individuals, families or groups by the date of their graduation or prior to Year 5/APA internship. A list of sites approved by the concentration director can be accessed via SSIG.

### Doctoral Project

Doctoral-level students who are completing a Major Area of Study in the GMH concentration will be required to complete a doctoral project on topics germane to GMH. It is recommended that at least one of their doctoral project committee members be a Multicultural and Global Mental Health Center faculty or a professional with substantial experience or expertise in the field. Doctoral-level students who are completing an Emphasis in the GMH concentration are encouraged to choose a doctoral project with a focus on the population of interest.

### Additional Requirements

To support student's professional growth and development, GMH concentration students must attend at least one Continuing Education (CE) event annually that is sponsored or approved by the Center for Multicultural & Global Mental Health. Students are also encouraged to attend a variety of activities (e.g., conferences, lectures, film series, social and cultural events) throughout the year that are organized by the Center for Multicultural & Global Mental Health.

## **Latino Mental Health**

Students in the Latino Mental Health Program (LMHP) will complete the core curriculum for training in their degree program. In addition, they will demonstrate, or master, Spanish fluency and Latino cultural knowledge to work as competent clinicians with this diverse population. Specialty training will emphasize an awareness of the social similarities and differences among Latino groups, and an understanding of the social context of Latinos in modern American society. Graduates of the program will acquire greater sensitivity, not just to the role of culture, but also, of economics and other social factors in the developmental, emotional, relational and behavioral aspects pertinent to the mental health of Latinos.

For students of Hispanic/Latino descent, regardless of their level of Spanish fluency, the program will foster self-awareness of the influence of their own cultural beliefs and values in their clinical work with Latino patients/clients. It will also promote a deep appreciation of the rich diversity and idiosyncrasies among the Latino culture and how these impact on clinical work. For Latino students with limited Spanish fluency the program will offer an opportunity to enhance their linguistic competence.

### **Program Overview**

The Latino Mental Health Program aims to increase the number of Latino mental health service providers in the United States by providing specialized master's and doctoral level training in clinical, counseling, and school psychology. The program provides mental health professionals (both Latino and non-Latino) with the language skills, cultural sensitivity, and clinical competence that will enable them to deliver high-quality care to Latino populations. By training mental health leaders who can create, direct, and deliver high-quality services, the program hopes to aid in eliminating societal disparities that exist in relation to access and quality of mental health care.

The concentration focuses on teaching cultural competence through didactics and practice that give students the opportunity to learn about cultural and sociopolitical differences amongst Latin countries, the impact of immigration and acculturation, and other contextual factors that impact the health and access to care of Latinos in the United States. Students participate in a four-week immersion trip to Ecuador where they stay with local families and work with local psychologists in different rotations. Students also engage in clinical work with individuals of Latino backgrounds through their field placement experiences at WJC. Opportunities for local immersion experiences are available for students who cannot travel internationally to fulfill the concentration requirements.

All courses are offered every other Wednesday evening from 6:40 pm to 8:30 pm. The summer immersion group travels from third week in July to third week in August.

All Doctoral level students in the clinical psychology and school psychology programs can use electives to fulfill LMHP requirements. Masters level students in Clinical Mental Health Counseling, and School Psychology MA/ CAGS who are enrolled in LMHP, will graduate with extra credits.

### Enrollment Process

Applicants with a Beginning/Intermediate level of Spanish language fluency who have been accepted into a William James College academic program may apply. The LMHP routinely admits both students who have a Latino ethnic background as well as those who do not. Students can indicate an interest in the Latino Mental Health Program on the admissions application or during the fall semester of Year 1 (usually November 1<sup>st</sup>, though the date is subject to change). If a student is accepted to the Latino Mental Health Program, the student will formally start the program in the spring of Year 1. Students are welcome to enroll in two concentrations (e.g. CFAR and LMHP; Neuropsychology and LMHP; Forensic and LMHP; Expressive Arts and LMHP).

### Curriculum

#### Doctoral level students in Clinical Psychology, Doctoral level students in School Psychology, and MA/CAGS students in School Psychology.

##### *Major Area of Study (5-6 Credits)*

Courses*	Credits
CC549 – The Hispanic/Latino Experience: Introduction to Latino Culture	1
CC563 – Ecuador Summer Immersion**	0
CC560 – LMH Immersion Seminar	1
CC550 – The Experience of Latinos in the United States	1
CC551 – Clinical Work with Latinos in the United States	1
CS790 – Clinical Seminar in Assessment with the Latino Population I	1
CS791 – Clinical Seminar in Assessment with the Latino Population II	1

\*Courses and sequence subject to approval by advisor and concentration director.

\*\*CC549 and CC560 are required for CC563 Summer Immersion.

***Please note: MA/CAGS Students in the LMHP Major Area of Study will graduate with extra credits. Submission of the concentration declaration form guarantees financial aid for all credits.***

#### Masters level students in Clinical Mental Health Counseling.

##### *Major Area of Study (4 credits)*

Required courses*	Credits
CC549 – The Hispanic/Latino Experience: Introduction to Latino Culture	1
CC550 – The Experience of Latinos in the United States	1
CC551 – Clinical Work with Latinos in the United States	1
CC563 – LMH Summer Immersion **	0
CC560 – LMH Immersion Seminar	1

*\*Courses and sequence subject to approval by advisor and concentration director.*

*\*\*CC549 and CC560 are required for CC563 Summer Immersion.*

***Please note: Clinical Mental Health Counseling students in the LMHP Major Area of Study will graduate with 4 extra credits (64 vs. 60 credits). Submission of the concentration declaration form guarantees financial aid for all credits.***

**Recommended Sequence**

While the following sequence of courses is recommended, students are encouraged to meet with their advisor and concentration director to discuss their own academic plan.

	<b>Coursework</b>	<b>Fieldwork</b>	<b>Other</b>
<b>Year 1: Fall</b>	Application to the program	General Practicum Site (Option: 25% or more of clinical work with Latino/Hispanic populations)	Complete & submit a Concentration Declaration Form
<b>Year 1: Spring</b>	<b>CC549</b> – The Hispanic/Latino Experience (Introduction to Latino Culture)	General Practicum Site (Option: 25% or more of clinical work with Latino/Hispanic populations)	Continuing Education (CE) Event (e.g., <i>Conference on Latino Mental Health</i> )
<b>Year 1: Summer Sessions I &amp; II</b>	<b>CC563</b> – LMH Summer Immersion OR Local Immersion Option  <b>CC560</b> – LMH Immersion Seminar  Students will go to Guayaquil, Ecuador for four weeks to live with host families, participate in Spanish classes, and engage in volunteer activities at various mental health facilities. The summer immersion group travels from the third week in July to the third week in August. A local immersion option is also available for students unable to complete an international program.		



<b>Year 2: Fall</b>	<b>CC550</b> – The Experience of Latinos in the United States I	General Practicum Site (Option: 25% or more of clinical work with Latino/Hispanic populations)	
<b>Year 2: Spring</b>	<b>CC551</b> – Clinical Work with Latinos I (Clinical Work with Latinos in the United States)	General Practicum Site (Option: 25% or more of clinical work with Latino/Hispanic populations)	Continuing Education (CE) Event (e.g., <i>Conference on Latino Mental Health</i> )
<b>Years 3 or 4: Fall</b>	<b>CS790</b> – Clinical Seminar in Assessment with the Latino Population I	Advanced Practicum Site (Option: 25% or more of clinical work with Latino/Hispanic populations)	Doctoral Project in an area relevant to LMHP (i.e., DP1 and DP2)
<b>Years 3 or 4: Spring</b>	<b>CS791</b> – Clinical Seminar in Assessment with the Latino Population II	Advanced Practicum Site (Option: 25% or more of clinical work with Latino/Hispanic populations)	Doctoral Project in an area relevant to LMHP (i.e., DP3 and DP4)

### Field Placement

Students enrolled in the LMHP concentration need to complete a minimum of 25% of direct clinical experience with Latino/Hispanic populations by the date of their graduation or prior to Year 5/APA internship.

### Doctoral Project

Students enrolled in the LMHP concentration will be required to complete a doctoral project with a focus on the Latino/Hispanic population. It is recommended that at least one of their doctoral project committee members be faculty of the Multicultural and Global Mental Health Center or a professional with substantial experience or expertise in the field.

### Additional Requirements

To support student's professional growth and development, LMHP concentration students must attend at least one Continuing Education (CE) event annually that is sponsored or approved by the Center for Multicultural & Global Mental Health. A variety of activities (e.g., conferences, lectures, film series, social and cultural events) throughout the year are also organized by the

Center for Multicultural & Global Mental Health. Students are encouraged to attend to gain exposure to various aspects of the Latino culture.

## **Military and Veterans Psychology (MVP)**

### **Program Overview**

The Military and Veteran Psychology Area of Emphasis (MVP®) is a coordinated array of efforts to train culturally competent mental health professionals to provide services to military service members, veterans, and their families. The program also aims to provide a supportive community for student veterans, family and friends of military personal, and for those interested in working with veterans and military families. MVP® requires students to complete focused academic coursework (Military Psychology and Culture; Military Families and the Cycle of Deployment; Trauma and the Military; Psychoactive Substance Abuse in Military and Veteran Communities), to participate in 2 years of non-academic personal development activities with other students, to provide relevant direct services through field training, and to conduct research in the areas of military and/or veteran matters.

The MVP® Area of Emphasis at William James College is open in its entirety to students enrolled in a PsyD in clinical psychology or a MA in Clinical Mental Health Counseling, whether they are veterans or civilians. The coursework associated with this emphasis is also available to all graduate students who have completed the necessary prerequisites.

### **Enrollment Process**

Masters level students in the Clinical Mental Health Counseling program may apply to enter the MVP concentration prior to the end of fall semester year one.

Students in the doctoral program in Clinical Psychology apply to MVP prior to their second-year practicum search, or by the end of fall semester year one for students entering with advanced standing.

### **Curriculum**

#### **Doctoral level students in Clinical Psychology.**

#### *Area of Emphasis (9 Credits)*

<b>Required courses</b>	<b>Credits</b>
<b>SB522</b> – Addictive Disorders: Theory and Treatment	2
<b>MV522</b> – Psychoactive Substance Abuse in Military and Veteran Communities	1
<b>TR522</b> – The Psychology of Trauma: The Individual and Society	2
<b>MV540</b> – Trauma and the Military	1
<b>MV545</b> – Military Psychology and Culture	2
<b>MV515</b> – Military Families and The Cycle of Deployment	1

**Recommended sequence.**

While the following sequence of courses is recommended, students are encouraged to meet with their advisor and concentration director to discuss their own academic plan.

<b>Semester</b>	<b>Coursework</b>
<b>Year 1: Summer</b>	<b>SB522</b> – Addictive Disorders: Theory and Treatment  <b>MV522</b> – Psychoactive Substance Abuse in Military and Veteran Communities (SB-522 must be completed prior or concurrently).
<b>Year 2: Fall</b>	<b>TR522</b> – The Psychology of Trauma: The Individual and Society  <b>MV540</b> – Trauma and the Military (TR-522 must be completed prior or concurrently)
<b>Year 2: Spring</b>	<b>MV545</b> - Military Psychology and Culture
<b>Year 2: Summer</b>	<b>If not already completed:</b> <b>SB522</b> – Addictive Disorders: Theory and Treatment  <b>MV522</b> – Psychoactive Substance Abuse in Military and Veteran Communities
<b>Year 3: Fall</b>	<b>If not already completed:</b> <b>TR522</b> – The Psychology of Trauma: The Individual and Society  <b>MV540</b> – Trauma and the Military (TR-522 must be completed prior or concurrently)
<b>Year 3: Spring</b>	<b>MV515</b> – Military Families and The Cycle of Deployment (FX-515 must be completed prior or concurrently)

**Masters level students in Clinical Mental Health Counseling.**

*Area of Emphasis (5 credits)*

<b>Required courses</b>	<b>Credits</b>
<b>MV545</b> – Military Psychology and Culture	2
<b>MV522</b> – Psychoactive Substance Abuse in Military and Veteran Communities	1
<b>MV540</b> – Trauma and the Military	1
<b>MV515</b> – Military Families and The Cycle of Deployment	1

### Recommended sequence.

While the following sequence of courses is recommended, students are encouraged to meet with their advisor and concentration director to discuss their own academic plan.

Semester	Coursework
<b>Year 1: Spring</b>	<b>MV545</b> – Military Psychology and Culture (introductory graduate substance abuse course required prior or concurrent)
<b>Year 1: Summer</b>	<b>MV522</b> - Psychoactive Substance Abuse in Military and Veteran Communities
<b>Year 2: Fall</b>	<b>MV540</b> - Trauma and the Military (introductory graduate trauma course required prior or concurrent)
<b>Year 2: Spring</b>	<b>MV515</b> – Military Families and The Cycle of Deployment (introductory graduate course in family theory or therapy required prior or concurrently)

### Experiential Learning

MVP students are required to participate in an experiential learning group facilitated by MVP faculty. Veteran-only groups and non-military student groups will meet for 15 hours per semester for one academic year. These are offered at no fee to students and are not graded. Veterans are strongly encouraged to take part in their first year; other students are advised to do so while working with veterans in the field.

### Field Education

Cases involving veterans or their families must comprise at least 20% of the entirety of MVP students' WJC fieldwork. Students who secure a training position in a veteran-only clinic, center, or hospital will fulfill this requirement in a single year. When access to veterans or their families is limited or not possible, students will work with training and field education directors to gain additional experience with trauma, depression, and substance abuse. Service learning projects will complement and extend the contact that students have with the veteran community. The concentration director will determine if field placement and service learning experiences fulfill MVP requirements. Doctoral students should apply to MVP veteran-only field sites for year three.

### Service Learning

MVP students will do six small service or community learning projects over a 2-year period. The Associate Director of Veterans Relations (Travis Bickford) will assist students in the planning and evaluation of their service learning projects. Students with outstanding independent involvement in the veteran community may apply to waive this requirement.

### Doctoral Project

Doctoral level students enrolled in the Clinical Psychology program are required to complete a doctoral project germane to this specialty. The concentration director (Robert Dingman) must approve the topic of the study.

## **Children and Families of Adversity and Resilience**

The Concentration on Children and Families of Adversity and Resilience (CFAR) is offered in two departments: clinical psychology and school psychology. While the specific requirements differ somewhat, the intention is similar across departments: to train our students to help high need children, adolescents and families in the contexts in which they live.

### **CFAR in the Department of Clinical Psychology**

#### **Program Overview**

The CFAR concentration provides exceptional training in clinical child psychology. CFAR combines broad and general training in clinical psychology with emphases on normal child development, disorders of childhood and adolescence, family dynamics, and broader systems issues that influence the well-being of children and families. Students are specially trained to help those children and families who face multiple adversities and are in severe need.

CFAR students begin their doctoral study with a fundamental grounding in clinical skills, including traditional assessment and psychotherapy, combined with strategies for supporting healthy family functioning, child wellness and positive youth development. Training in these fundamentals is supported by experiential learning in a variety of field sites throughout training. Students are offered additional supports in concentration-relevant Clinical Seminars and other classes that focus on the individual, the family, the community, and the broader society and culture.

In the later stages of training, CFAR students focus on underserved children and families who face multiple adversities, do not readily access existing systems of care, or do not benefit optimally from existing service models. These may be children coping with physical, developmental, learning or psychiatric disabilities; children who are exposed to various forms of family or community violence; children and families who face challenges arising from immigration or refugee status; families whose members are involved in child protection or the juvenile or criminal justice systems; and families facing substantial social, political or socioeconomic deprivation or disenfranchisement. Through classes and field placements, CFAR students acquire skills to identify risk factors, promote resiliencies from a strength-based perspective, support positive youth and family development, and utilize empirically-based and emerging “best practices” strategies. Clinical skills in assessment and intervention are supplemented by professional practice skills in multi-disciplinary collaboration, consultation, advocacy, and multi-systems analysis and intervention. CFAR maintains close linkage with other WJC specialized programs, including the Freedman Center for Family Development and the Pathways Program.

### Enrollment Process

Two levels of involvement in CFAR are offered: Major Area of Study and Area of Emphasis. Students who seek to participate in CFAR as a Major Area of Study are recommended to declare their interest at the time of application to the doctoral program. Students who seek to participate in CFAR as an Emphasis are recommended to declare their interest to the Concentration Director via email no later than the end of the fall semester of their second year. Advanced Standing students should declare their interest no later than the end of the fall semester of their first year.

### CFAR Major Area of Study in the Department of Clinical Psychology

#### Curriculum

Required courses	Credits
<b>CS600/605</b> – Clinical Seminar I: CFAR-related section which includes focus on both broad/general and child clinical content	2/2*
<b>CS700/705</b> – Clinical Seminar II: CFAR-related section	2/2*
<b>CL523</b> – Introduction to the Clinical Care of Children and Families	2*
<b>CX630</b> – Clinical Practice of Cognitive-Behavioral Treatment of Childhood and Adolescent Disorders	2*
<b>FX615</b> – Clinical Practice: Family and Systems Therapy	2
<b>PY750</b> – The Ecology of Child Behavioral Health: Prevention, Intervention, and Public Policy	3
<b>Two of the following concentration electives are required:</b>	
<b>DP500</b> – The Psychology of Divorce	2
<b>ET601</b> – Practical Approaches in Expressive Arts Therapy	2
<b>FX600</b> – Infant, Parent, Toddler Intervention	2
<b>IA776</b> – Preschool Services: Assessment and Intervention	2
<b>MH512</b> – Children, Families and the Law	2
<b>MH630</b> – Police Psychology	2
<b>MV515</b> – Military Families and the Cycle of Deployment	2
<b>NP615</b> – Pediatric Neuropsychological Assessment	2
<b>NT500</b> – Narrative Therapy	2
<b>PA700</b> – Advanced Psychoeducational Assessment	2
<b>PA725</b> – Advanced Social-Emotional Assessment for Children and Adolescents	2
<b>PA760</b> – Bilingual and Culturally Competent Assessment	2
<b>PS602</b> – Pediatric Psychology	2
<b>PY520</b> – Child Psychotherapy	2
<b>PY621</b> – Advanced Seminar in Child and Adolescent Practice	2
<b>PY740</b> – Preventative Mental Health Programs for Children and Families	2
<b>SN512</b> – Educating Children and Adolescents with Special Needs	2
<b>TR530</b> – Trauma: Family, Community, and Global Perspectives	2
<b>PT785</b> – Interpersonal Psychotherapy: An Empirically Supported Psychological Treatment	2

Others as approved by CFAR Concentration Director	
<b>One of the following courses are recommended:</b>	
NP615 – Pediatric Neuropsychological Assessment	2
PM625– Projective Methods	2

**\*These courses fulfill departmental requirements and do not add to the concentration credit total.**

**Please note: These Major Area of Study requirements began with the cohort that entered in 2016; earlier cohorts, prior to the initiation of CL523 (Introduction to Clinical Care), require 3 electives.**

### Recommended Sequence.

While the following sequence of courses is recommended, students are encouraged to meet with their advisor and concentration director to discuss their own academic plan.

	Coursework	Fieldwork	Other
<b>Year 1: Fall and Spring</b>	<b>CL523</b> – Introduction to the Clinical Care of Children and Families  <b>CS600/605</b> - Clinical Seminar CFAR Section	Child/Adolescent	Attendance at CFAR meetings
<b>Year 1: Summer or Year 2: Summer</b>	<b>PY750</b> – The Ecology of Child Behavioral Health: Prevention, Intervention, and Public Policy		
<b>Year 2: Fall and Spring</b>	<b>CS700/705</b> - Clinical Seminar CFAR Section (preferred)  <b>Recommended:</b> <b>PM625</b> - Projective Methods <b>or</b> <b>NP615</b> - Pediatric Neuropsychological Assessment	Adult Fieldwork, not college counseling center	Attendance at CFAR meetings
<b>Year 2: Summer</b>	<b>PY750</b> – The Ecology of Child Behavioral Health: Prevention, Intervention, and Public Policy (if not taken previously)		



<b>Year 3: Fall &amp; Spring</b>	<b>FX615</b> – Clinical Practice: Family and Systems Therapy  <b>CX630</b> – Clinical Practice of Cognitive-Behavioral Treatment of Childhood and Adolescent Disorders	Child/Adolescent/Family	Doctoral Project content approved as relevant by Concentration Director
<b>Year 3: Summer</b>	CFAR-relevant electives		
<b>Year 4 (non-consortium): Fall and Spring</b>	Remaining CFAR electives to total of 2	Open Choice	
<b>Internship: Year 4 and 5 (Consortium) or Year 5 (full-time)</b>		50% of more child, adolescent, and/or family work that focuses on children or adolescents.	

### Field Placement

- Year 1 – primarily child/adolescent/family
- Year 2 – primarily adult (does not include college counseling)
- Year 3 - primarily child/adolescent/family
- Year 4 (non-Consortium) – open choice
- Internship - no less than 50% child/adolescent/family

### Doctoral Project

Clinical Psychology students who are completing a Major Area of Study in the CFAR concentration will be required to complete a doctoral project in an area related to the content of the CFAR concentration. In general terms, this includes studies on children, adolescents or families, studies on services provided to children, adolescents, or families, or studies with a developmental perspective, i.e., considering how features of childhood or adolescence are associated with later functioning. Each doctoral project topic needs to be approved by the CFAR director.

### Additional Requirement

All CFAR Major Area of Study students in their first and second years are required to attend special meetings, largely didactic presentations and case presentations, scheduled once to twice per month.

### CFAR Area of Emphasis in the Department of Clinical Psychology

#### Curriculum

Required Courses	Credits
<b>CL523</b> – Introduction to the Clinical Care of Children and Families	2
<b>CX630</b> – Clinical Practice of Cognitive-Behavioral Treatment of Childhood and Adolescent Disorders	2*
<b>FX615</b> – Clinical Practice: Family and Systems Therapy	2*
<b>Two of the following concentration electives are required:</b>	
<b>DP500</b> – The Psychology of Divorce	2
<b>ET601</b> – Practical Approaches in Expressive Arts Therapy	2
<b>FX600</b> – Infant, Parent, Toddler Intervention	2
<b>IA776</b> – Preschool Services: Assessment and Intervention	2
<b>MH512</b> – Children, Families and the Law	2
<b>MH630</b> – Police Psychology	2
<b>MV515</b> – Military Families and the Cycle of Deployment	2
<b>NP615</b> – Pediatric Neuropsychological Assessment	2
<b>NT500</b> – Narrative Therapy	2
<b>PA700</b> – Advanced Psychoeducational Assessment	2
<b>PA725</b> – Advanced Social-Emotional Assessment for Children and Adolescents	2
<b>PA760</b> – Bilingual and Culturally Competent Assessment	2
<b>PS602</b> – Pediatric Psychology	2
<b>PY520</b> – Child Psychotherapy	2
<b>PY621</b> – Advanced Seminar in Child and Adolescent Practice	2
<b>PY740</b> – Preventative Mental Health Programs for Children and Families	2
<b>SN512</b> – Educating Children and Adolescents with Special Needs	2
<b>TR530</b> – Trauma: Family, Community, and Global Perspectives	2
<b>PT785</b> – Interpersonal Psychotherapy: An Empirically Supported Psychological Treatment	2
<b>PY750</b> – The Ecology of Child Behavioral Health: Prevention, Intervention, and Public Policy	3
Others as approved by CFAR Concentration Director	
<b>One of the following courses are recommended:</b>	
<b>NP615</b> – Pediatric Neuropsychological Assessment	2
<b>PM625</b> – Projective Methods	2

**\*These courses fulfill departmental requirements and do not add to the concentration credit total.**

#### Recommended Sequence.

While the following sequence of courses is recommended, students are encouraged to meet with their advisor and concentration director to discuss their own academic plan.

	<b>Coursework</b>	<b>Fieldwork</b>	<b>Other</b>
<b>Years 1 or 2</b>	<b>CL523</b> – Introduction to the Clinical Care of Children and Families		
<b>Year 3</b>	<b>FX615</b> – Clinical Practice: Family and Systems Therapy <b>CX630</b> – Clinical Practice of Cognitive-Behavioral Treatment of Childhood and Adolescent Disorders	Child/Adolescent/Family	Doctoral Project content approved as relevant by Concentration Director
<b>Year 4</b>	CFAR Electives	Open Choice	
<b>Internship: Year 4 and 5 (Consortium)</b>		50% of more child, adolescent, and/or family work that focuses on children or adolescents.	

### Field Placement

- Year 3 Advanced Practicum – Child/Adolescent/Family
- Year 4 (non-Consortium) – open choice
- Internship - no less than 50% child/adolescent/family

### Doctoral Project

Clinical Psychology students who are completing an Area of Emphasis in the CFAR concentration will be required to complete a doctoral project in an area related to the content of the CFAR concentration. In general terms, this includes studies on children, adolescents or families, studies on services provided to children, adolescents, or families, or studies with a developmental perspective, i.e., considering how features of childhood or adolescence are associated with later functioning. Each doctoral project topic needs to be approved by the CFAR director.

## CFAR in the Department of School Psychology

### Program Overview

An important component of the CFAR program for students in the Department of School Psychology will include working in settings where they are dealing with more complicated family needs and/or challenging environmental conditions, such as: low SES, substance abuse, severe disabilities, incarcerated parents, chronic medical and/or mental illness, immigration issues, and poor access to services.

### Enrollment Process

The CFAR concentration is available in the School Psychology Department as either a Major Area of Study or an Area of Emphasis, depending on the student's program and level of interest. MA/CAGS/PsyD students have the option of pursuing CFAR as either a Major Area of Study or an Area of Emphasis and are recommended to declare their interest by the beginning of Year 2. PsyD students who are admitted with advanced standing may complete CFAR as an Area of Emphasis only and should declare their interest in Year 1. MA/CAGS students may participate in CFAR as an Area of Emphasis and can declare their interest in Year 1 or 2.

### CFAR Major Area of Study for MA/CAGS/PsyD students in School Psychology

#### Curriculum

<b>Required School PsyD clinical practice courses (taken in Year 3 or higher)</b>	<b>Credits</b>
<b>SB523</b> - Addressing Substance Abuse in Schools	3
<b>FX630</b> - Collaborative Therapy with Multi-Stressed Families	3
<b>Required CFAR courses</b>	
<b>PY750</b> –Ecology of Child Behavioral Health: Prevention, Intervention, and Public Policy	3
Trauma course (for example: Trauma, family, community and global perspectives)	2
<b>One of the following courses:</b>	
<b>CX700</b> - Brief Counseling	2
<b>PY621</b> - Advanced Seminar in Child Psychotherapy	2
<b>Two of the following CFAR elective courses:</b>	
<b>AC600</b> – Mental Health Disparities: Multicultural and Global Perspectives	2
<b>AC620</b> – Introduction to African and Caribbean Mental Health	2
<b>AC700</b> – Cultural Foundations: The Experiences of African and Caribbean Groups in the U.S.	2
<b>MH512</b> – Children, Families and the Law	2
<b>MV515</b> – Military Families and the Cycle of Deployment	2
<b>AC810</b> - Assessment & Treatment of Individuals of African and Caribbean Heritage	2
<b>FP727</b> – Doctoral Practicum in Clinical Services III	2

<b>FP728</b> – Doctoral Practicum in Clinical Services IV	2
<b>GT520</b> – Gender Theory	2
<b>PY621</b> – Advanced Seminar in Child and Adolescent Practice	2
<b>PA777</b> – ADOS Training for Autism Assessment	2
<b>SB631</b> – Eating Disorders	2
<b>PT785</b> – Interpersonal Psychotherapy: An Empirically Supported Psychological Treatment	2
<b>CC549</b> – The Hispanic/Latino Experience: Introduction to Latino Culture	1
<b>CC550</b> – The Experience of Latinos in the United States	1
<b>CC551</b> –Clinical Work with Latinos in the United States	1
<b>CS790</b> – Clinical Seminar in Assessment with the Latino Population I	1
<b>CS791</b> – Clinical Seminar in Assessment with the Latino Population II	1
<b>CC564</b> – Haiti Service Learning and Summer Immersion Course	1

*Please note: Doctoral students in the department of School Psychology completing CFAR as a Major Area of Study will graduate with 128 credits.*

### **Field Placement**

- Year 1 and 2: one year in a high needs school district
- Year 3: at least 50% of CAGS internship with a population with significant adversity
- Advanced Assessment Practicum: Brenner Center, relevant cases assigned where possible
- Advanced Clinical Practicum: no additional requirements
- At least 50% of doctoral internship with children and families, and at least 25% of those children and families should be a population with significant adversity

### **Doctoral Project**

Doctoral level School Psychology students who are completing a Major Area of Study in the CFAR concentration will be required to complete a doctoral project in an area related to the content of the CFAR concentration (children and families with more complicated family needs and/or challenging environmental conditions).

### **CAGS Internship Portfolio**

Personal Statement to include CFAR as an area of interest.

### **Additional Requirement**

CFAR Major Area of Study students in their first and second years are expected to attend special meetings, largely didactic presentations and case presentations, scheduled once to twice per month. Exceptions may be made in special circumstances.

### CFAR Area of Emphasis for MA/CAGS/PsyD students in School Psychology

#### Curriculum

Required School PsyD clinical practice courses (taken in Year 3 or higher)	Credits
<b>SB523</b> - Addressing Substance Abuse in Schools	3
<b>FX630</b> - Collaborative Therapy with Multi-Stressed Families	3
<b>Required CFAR course:</b>	
<b>PY750</b> –Ecology of Child Behavioral Health: Prevention, Intervention, and Public Policy	3
<b>Two of the following CFAR elective courses:</b>	
<b>AC600</b> – Mental Health Disparities: Multicultural and Global Perspectives	2
<b>AC620</b> – Introduction to African and Caribbean Mental Health	2
<b>AC700</b> – Cultural Foundations: The Experiences of African and Caribbean Groups in the U.S.	2
<b>MH512</b> – Children, Families and the Law	2
<b>MV515</b> – Military Families and the Cycle of Deployment	2
<b>AC810</b> - Assessment & Treatment of Individuals of African and Caribbean Heritage	2
<b>FP727</b> – Doctoral Practicum in Clinical Services III	2
<b>FP728</b> – Doctoral Practicum in Clinical Services IV	2
<b>GT520</b> – Gender Theory	2
<b>PY621</b> – Advanced Seminar in Child and Adolescent Practice	2
<b>PA777</b> – ADOS Training for Autism Assessment	2
<b>SB631</b> – Eating Disorders	2
<b>PT785</b> – Interpersonal Psychotherapy: An Empirically Supported Psychological Treatment	2
<b>CC549</b> – The Hispanic/Latino Experience: Introduction to Latino Culture	1
<b>CC550</b> – The Experience of Latinos in the United States	1
<b>CC551</b> –Clinical Work with Latinos in the United States	1
<b>CS790</b> – Clinical Seminar in Assessment with the Latino Population I	1
<b>CS791</b> – Clinical Seminar in Assessment with the Latino Population II	1
<b>CC564</b> – Haiti Service Learning and Summer Immersion Course	1

*Please note: Doctoral students in the department of School Psychology completing CFAR as an Area of Emphasis will graduate with 124 credits.*

#### Field Placement

- Year 1 and 2: one year in an under-served school district
- Year 3: 50% of CAGS internship with a population with significant adversity
- Advanced Assessment Practicum: Brenner Center, relevant cases assigned where possible
- Advanced Clinical Practicum: no additional requirements

- 50% of internship with children and families, and 25% of those children and families should be a population with significant adversity

### **CAGS Internship Portfolio**

Personal Statement to include CFAR as an area of interest.

### **Additional Requirement**

School Psychology students with an Area of Emphasis in CFAR are expected to attend monthly didactic presentations and case conferences in their first and second years. Exceptions may be made in special circumstances.

### **CFAR Area of Emphasis for Advanced Standing PsyD students in School Psychology**

#### **Curriculum**

<b>Required School PsyD clinical practice courses (taken in Year 1- 3)</b>	<b>Credits</b>
<b>SB523</b> - Addressing Substance Abuse in Schools	3
<b>FX630</b> - Collaborative Therapy with Multi-Stressed Families	3
<b>Required CFAR courses</b>	
<b>PY750</b> –Ecology of Child Behavioral Health: Prevention, Intervention, and Public Policy	3
<b>Two of the following CFAR elective courses:</b>	
<b>AC600</b> – Mental Health Disparities: Multicultural and Global Perspectives	2
<b>AC620</b> – Introduction to African and Caribbean Mental Health	2
<b>AC700</b> – Cultural Foundations: The Experiences of African and Caribbean Groups in the U.S.	2
<b>MH512</b> – Children, Families and the Law	2
<b>MV515</b> – Military Families and the Cycle of Deployment	2
<b>AC810</b> - Assessment & Treatment of Individuals of African and Caribbean Heritage	2
<b>FP727</b> – Doctoral Practicum in Clinical Services III	2
<b>FP728</b> – Doctoral Practicum in Clinical Services IV	2
<b>GT520</b> – Gender Theory	2
<b>PY621</b> – Advanced Seminar in Child and Adolescent Practice	2
<b>PA777</b> – ADOS Training for Autism Assessment	2
<b>SB631</b> – Eating Disorders	2
<b>PT785</b> – Interpersonal Psychotherapy: An Empirically Supported Psychological Treatment	2
<b>CC549</b> – The Hispanic/Latino Experience: Introduction to Latino Culture	1
<b>CC550</b> – The Experience of Latinos in the United States	1
<b>CC551</b> –Clinical Work with Latinos in the United States	1
<b>CS790</b> – Clinical Seminar in Assessment with the Latino Population I	1
<b>CS791</b> – Clinical Seminar in Assessment with the Latino Population II	1

CC564 – Haiti Service Learning and Summer Immersion Course	1
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***Please note: Advanced standing students in the department of School Psychology completing CFAR as an Area of Emphasis will graduate with extra credits.***

### **Field Placement**

- Advanced Assessment Practicum: Brenner Center, relevant cases assigned where possible
- Advanced Clinical Practicum: no additional requirements
- At least 50% of doctoral internship with children and families, and at least 25% of those children and families should be a population with significant adversity

### **Additional Requirement**

All CFAR Major Area of Study students in their first and second years are required to attend special meetings, largely didactic presentations and case presentations, scheduled once to twice per month.

## **CFAR Area of Emphasis for MA/CAGS in School Psychology**

### **Curriculum**

<b>Required MA/CAGS courses to stand in for clinical practice courses</b>	<b>Credits</b>
<b>CX610</b> - Counseling and Psychotherapy in the Schools	3
<b>PH501</b> - Preventive Mental Health in the Schools	3
<b>Required CFAR course:</b>	
<b>PY750</b> –Ecology of Child Behavioral Health: Prevention, Intervention, and Public Policy	3
<b>One of the following courses:</b>	
<b>SB523</b> - Addressing Substance Abuse in Schools	3
<b>FX630</b> - Collaborative Therapy with Multi-Stressed Families	3

***Please note: MA/CAGS students completing CFAR as an Area of Emphasis will graduate with 72 credits.***

### **Field Placement**

- Year 1 and 2: one year in an under-served school district
- Year 3: 50% of CAGS internship with a population with significant adversity

### **CAGS Internship Portfolio**

Personal Statement to include CFAR as an area of interest.



**Additional Requirement**

School Psychology students with an Area of Emphasis in CFAR are expected to attend monthly didactic presentations and case conferences in their first and second years. Exceptions may be made in special circumstances.