Resolution #14 1990-91

TO: President John E. Van de Watering
FROM: The Faculty Senate
Meeting on 12/10/90
(Date)

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

SUBJECT: Program Revisions to the M.A. in Psychology with Emphasis in Applied Human Services and Behavior Change Proposed by the Department of Psychology

Signed: [Signature]  
Date Sent 12/12/90
(For the Senate)

TO: The Faculty Senate
FROM: President John E. Van de Watering

RE: I. Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date
   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: Cover page only to attached list.
The Faculty Senate for full discussion.

Distribution Date 12/11/90  
Signed: [Signature]
(President of the College)
M. A. IN PSYCHOLOGY
WITH EMPHASIS
IN APPLIED HUMAN SERVICES
AND BEHAVIOR CHANGE

PROPOSED PROGRAM REVISIONS

Submitted to the Faculty Senate
SUNY College at Brockport
December, 1990
Courses in the course of study.

Electives will be determined based upon each student’s

Required Courses:

- PSH 770 Practicum (3 hours)
- PSH 794 Thesis Option or
- PSH XXX as elected

Electives:

- PSH 770 Practicum
- PSH 794 Thesis Option or
- PSH XXX as elected

Core Sequence:

- PSH 701 Evaluation & Research
- PSH 694 Psychopathology
- PSH 692 Social Psychology
- PSH 704 Assessment I
- PSH 705 Assessment II
- PSH 702 Interpersonal Skills I
- PSH 703 Interpersonal Skills II
- PSH 706 Research & Methods
- PSH 642 Social Psychology
M.A. IN PSYCHOLOGY PROGRAM REVISION PROPOSAL

1. CURRENT PROGRAM

A minimum of 30 hours of graduate credit is required. The 30 hours include 24 hours of course work and 6 hours of supervised practicum experience in a local placement. The specific requirements are presented below:

A. 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.

B. The following courses are required: (Note: Course numbers do not necessarily determine the order in which courses are taken.)

- PSH 634 Psychopathology (3 hours)
- PSH 701 Evaluation and Research Methods (3 hours)
- PSH 702 Intervention Skills (3 hours)
- PSH 703 Intervention Skills II (3 hours)
- PSH 704 Assessment I (3 hours)
- PSH 705 Assessment II (3 hours)
- PSH 710 Practicum (6 hours)

C. 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 Committee or the student may petition to have a nonlisted course approved as part of his/her program. Students wishing to conduct a master's thesis (PSH 799) may do so in lieu of the 6 hours of electives.

D. Practicum work may not begin until the 24 hours of course work has been satisfactorily completed.
2. RATIONALE FOR THE PROPOSED CHANGES

Following work initiated in the 1988-89 academic year and in further response to the Department Chairperson Stuart Appelle’s charge to the Committee, the Graduate Committee spent the 1989-1990 academic year performing an extensive evaluation of the current M.A. in Psychology Program. Based upon that internal assessment, the proposed revisions were unanimously approved by the Committee and ratified by the Department as a Whole for submission to the Faculty Senate.

A. PROGRAM MISSION/OBJECTIVES

This revision proposal reiterates that the mission of the M.A. in Psychology Program is to train Boulder Model masters-level students as scientist-practitioners. The choice is not one of "training or theory"; the essential point is that "training" is "theory plus application." "Application" (i.e., applied training) in turn, is not solely defined by "hands on" experience, but also includes readings and classroom discussion of pragmatic issues relating to assessment and intervention. The goal of the program is to provide an overall balance between theory and application. The coursework primarily will serve the purposes of the theory portion of the training, and the practicum will primarily serve as application.

B. COURSE CONTENT OF THE CORE

In general, in the early or initial coursework of the program, it is essential that graduate students get a strong fundamental theory and research background. The Department would consider it inappropriate professional and scholarly practice to train techniques in the absence of adequate background and theory.

Furthermore, as the program is an M.A. program and not an M.S. program, there should be a basic understanding at both the student and departmental levels that there will be a strong academic component in what we do.
C. NATIONAL STANDARDS

The Department believes very strongly that the M.A. in Psychology should be a more substantial program than it is currently. This philosophy is consistent with that of the Council of Applied Masters Programs in Psychology (CAMPP). Although there is no accreditation of M.A. level graduate programs, the CAMPP is the most widely recognized governing body representing Masters Level programs in Psychology. CAMPP guidelines (as well as program characteristics that are prerequisite for affiliation with this membership organization) suggest a number of program revisions, including expansion of the core, and practicum. Using the CAMPP standards of training as a guide, program revisions are predicated upon the position that students should demonstrate competence in the following areas (while competence in a given area below may be established on the basis of undergraduate coursework and/or experience, the program must include a minimum of 42 hours of graduate coursework):

*** Understanding of the mechanisms of development, theories of development, genetic and prenatal factors, and physical, intellectual, emotional, and social development.

*** Understanding of the anatomy and function of the nervous system; the effects of drugs on brain and behavior; the biological bases of mental disorder.

*** Understanding of major theoretical perspectives of human personality (psychoanalytic, neoanalytic, behavioral, humanistic, cognitive, and trait) and an understanding of social-psychological principles and empirical findings as they relate to human services settings.

*** Understanding of research design, statistical principles, and program evaluation to allow interpretation of studies and awareness of the limitations of clinical research.
*** Understanding of the major categories of mental disorder within the DSM-III-R diagnostic system and the theoretical underpinnings of such nosology.

*** Understanding of psychometrics and intellectual and personality assessment.

*** Understanding of the theory, research, and application of selective behavioral intervention methods.

Schematically, the proposed program revision is presented on page one in a side by side comparison with the current program.
3. EVIDENCE OF DEMAND FOR PROPOSED CHANGES

The internal assessment of the current program included input from clinical supervisors at practicum placement sites. These agencies/facilities included:

University of Rochester-Strong Medical Center
  Department of Psychiatry
  University Affiliated Program in Developmental Disabilities (UAPDD)
  Crisis Intervention Clinic
Rochester Psychiatric Center
Monroe Developmental Center
Coavalescent Hospital for Children
Mount Hope Family Center
Life-Time Assistance, Inc.
Association for Retarded Citizens
Hillsibe Children’s Center
Mary Carola Children’s Center
Rochester Police Department (F.A.C.I.T.)
New York State Probation Department
Heritage Christian Homes

Agency heads and clinical supervisors expressed the opinion that if they were to provide supervised clinical training, they would prefer to have practicum students working in their agency for longer periods of time – both to provide greater clinical experience to students and to justify assignment of clinical staff for supervision. Students who have completed the practicum experience, when evaluating that experience, indicated the need/desire for additional practicum time. Additionally, raising the number of practicum clock hours would bring the practicum experience up to CAMPP standards.
4. POTENTIAL CLIENTELE

The proposed revision to the program would not affect our basic recruitment pool. Program applicants consist of recent graduates from undergraduate psychology programs seeking the M.A. degree either as a stepping-stone to doctoral level work or entry level positions in the human services field, and already employed persons seeking to enhance advancement opportunities within their agency or facility.

5. DESCRIPTION OF NEW COURSES

The proposed revision draws upon already existing and taught graduate level courses within the Department of Psychology. The main change would be the expansion and redesign of the existing PSH 710 Practicum. It would become a 12 credit hour sequence (600 clock hours) divided into two sections. The first segment PSH 709 Practicum I would be a 3 credit hour (150 clock hours) of a to be designed integration laboratory experience in which students would receive extensive hands-on experience and/or simulations utilizing the techniques acquired in their coursework in Assessment and Intervention.

PSH 709 PRACTICUM I could be conceived as an independent learning experience designed to develop the skills necessary for the successful practicum placement experience. Such a laboratory component would provide opportunity for practicing techniques under faculty supervision.

PSH 710 PRACTICUM II would be a 450 clock hour (9 credit hour) clinical, field experience in which the student would be supervised by an agency clinician who provides one hour of supervision for every 10 hours of client-patient contact. Practicum placements will be developed individually, as is currently the case, based upon the specific student and agency involved. Based upon evaluation of past and current placements, the Department of Psychology continues to strengthen the institutional ties between the M.A. in Psychology Program and
placement sites which have been particularly mutually advantageous (i.e., University of Rochester - Strong Medical Center's University Affiliated Program in Developmental Disabilities (UAPDD).

6. STAFFING

Based upon a full-time position allocated to the Department of Psychology three years ago for the primary purpose of strengthening the M.A. in Psychology Program and the continuation of the current assignment of one part-time adjunct, no additional faculty are needed. Existing program faculty are sufficient to run the program without adverse impact on other departmental offerings.

7. RESOURCES, FACILITIES AND NON-TEACHING STAFF NEEDED

Assuming continuation of current budgetary support, the revised program does not require additional allocations. Facilities within Holmes Hall (i.e., Assessment Laboratory, Neuropsychology Laboratory and Graduate Student Study Center) are adequate for supporting the proposed revisions to the program.

8. LETTERS OF SUPPORT FROM COOPERATING DEPARTMENTS

The proposed revisions to the M.A. in Psychology program are totally within the Department of Psychology. There is no impact on other departments' programs.

9. COMPETITION FROM OTHER ROCHESTER AREA COLLEGES

The current and the proposed revision provides a program that is unique to SUNY Brockport and the region. It is the only M.A. in Psychology with emphasis in Applied Human Services and Behavior Change within the SUNY system.