

CUNY MASTERS IN PSYCHOLOGY

CUNY MASTERS IN PSYCHOLOGY PROGRAMS OFFER A ROBUST PATHWAY FOR STUDENTS SEEKING ADVANCED EDUCATION IN PSYCHOLOGICAL SCIENCES WITHIN THE CITY UNIVERSITY OF NEW YORK SYSTEM. THESE PROGRAMS COMBINE RIGOROUS ACADEMIC COURSEWORK, PRACTICAL RESEARCH OPPORTUNITIES, AND CLINICAL TRAINING TO PREPARE GRADUATES FOR DIVERSE CAREERS IN PSYCHOLOGY AND RELATED FIELDS. THE CUNY SYSTEM INCLUDES SEVERAL CAMPUSES THAT PROVIDE SPECIALIZED MASTER'S DEGREES IN PSYCHOLOGY, EMPHASIZING AREAS SUCH AS COUNSELING, CLINICAL PSYCHOLOGY, INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY, AND RESEARCH METHODOLOGY. THIS ARTICLE EXPLORES THE STRUCTURE, ADMISSION REQUIREMENTS, CURRICULUM, CAREER PROSPECTS, AND UNIQUE BENEFITS OF PURSUING A CUNY MASTER'S IN PSYCHOLOGY. ADDITIONALLY, IT HIGHLIGHTS HOW THESE PROGRAMS ALIGN WITH PROFESSIONAL STANDARDS AND EMERGING TRENDS IN PSYCHOLOGICAL PRACTICE AND RESEARCH. INTERESTED STUDENTS WILL FIND GUIDANCE ON NAVIGATING THE APPLICATION PROCESS AND UNDERSTANDING THE OUTCOMES ASSOCIATED WITH CUNY'S GRADUATE PSYCHOLOGY EDUCATION.

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OVERVIEW OF CUNY MASTERS IN PSYCHOLOGY PROGRAMS

THE CITY UNIVERSITY OF NEW YORK OFFERS A VARIETY OF MASTER'S DEGREE PROGRAMS IN PSYCHOLOGY DESIGNED TO MEET THE NEEDS OF STUDENTS AIMING FOR ADVANCED KNOWLEDGE AND SKILLS IN THE FIELD. THESE PROGRAMS ARE HOUSED IN MULTIPLE CUNY CAMPUSES, EACH PROVIDING DISTINCT FOCUS AREAS SUCH AS CLINICAL PSYCHOLOGY, COUNSELING PSYCHOLOGY, AND INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY. THE PROGRAMS ARE TAILORED TO PROVIDE COMPREHENSIVE THEORETICAL FOUNDATIONS ALONGSIDE APPLIED EXPERIENCE, PREPARING GRADUATES TO EITHER CONTINUE THEIR EDUCATION AT THE DOCTORAL LEVEL OR ENTER PROFESSIONAL ROLES. THE CUNY MASTERS IN PSYCHOLOGY EMPHASIZE EVIDENCE-BASED PRACTICE, ETHICAL STANDARDS, AND CULTURAL COMPETENCE TO ENSURE THAT STUDENTS ARE WELL-EQUIPPED FOR THE EVOLVING DEMANDS OF PSYCHOLOGICAL PROFESSIONS.

TYPES OF MASTER'S DEGREES OFFERED

CUNY'S MASTER'S PROGRAMS IN PSYCHOLOGY TYPICALLY INCLUDE MASTER OF ARTS (M.A.) AND MASTER OF SCIENCE (M.S.) DEGREES, DEPENDING ON THE CAMPUS AND SPECIALIZATION. THE M.A. OFTEN FOCUSES ON CLINICAL OR COUNSELING PSYCHOLOGY, WITH A STRONG EMPHASIS ON THERAPEUTIC TECHNIQUES AND CLIENT INTERACTION. THE M.S. DEGREES TEND TO EMPHASIZE RESEARCH SKILLS, EXPERIMENTAL PSYCHOLOGY, AND QUANTITATIVE ANALYSIS. SOME CAMPUSES ALSO OFFER SPECIALIZED PROGRAMS IN AREAS SUCH AS FORENSIC PSYCHOLOGY, SCHOOL PSYCHOLOGY, OR INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY, CATERING TO SPECIFIC CAREER PATHWAYS WITHIN THE BROADER PSYCHOLOGICAL DISCIPLINE.

PROGRAM DURATION AND FORMAT

MOST CUNY MASTERS IN PSYCHOLOGY PROGRAMS REQUIRE TWO YEARS OF FULL-TIME STUDY, ALTHOUGH PART-TIME OPTIONS MAY BE AVAILABLE TO ACCOMMODATE WORKING PROFESSIONALS. THE CURRICULUM IS STRUCTURED TO INCLUDE CORE COURSES, ELECTIVES, PRACTICUM EXPERIENCES, AND A THESIS OR COMPREHENSIVE EXAMINATION COMPONENT. SOME PROGRAMS

OFFER EVENING OR HYBRID FORMATS TO INCREASE ACCESSIBILITY FOR NON-TRADITIONAL STUDENTS, ENSURING FLEXIBILITY WITHOUT COMPROMISING ACADEMIC RIGOR.

ADMISSION REQUIREMENTS AND APPLICATION PROCESS

ADMISSION TO A CUNY MASTER'S PROGRAM IN PSYCHOLOGY IS COMPETITIVE AND REQUIRES A STRONG ACADEMIC BACKGROUND, RELEVANT EXPERIENCE, AND A CLEAR STATEMENT OF PURPOSE. APPLICANTS MUST MEET SPECIFIC CRITERIA TO BE CONSIDERED FOR ACCEPTANCE.

ACADEMIC QUALIFICATIONS

PROSPECTIVE STUDENTS TYPICALLY NEED A BACHELOR'S DEGREE FROM AN ACCREDITED INSTITUTION, PREFERABLY IN PSYCHOLOGY OR A RELATED FIELD SUCH AS SOCIOLOGY, BIOLOGY, OR EDUCATION. A MINIMUM GPA IS USUALLY REQUIRED, COMMONLY AROUND 3.0 ON A 4.0 SCALE, ALTHOUGH SOME PROGRAMS MAY HAVE HIGHER STANDARDS. COURSEWORK IN FOUNDATIONAL PSYCHOLOGY SUBJECTS SUCH AS RESEARCH METHODS, STATISTICS, AND DEVELOPMENTAL PSYCHOLOGY IS OFTEN RECOMMENDED OR REQUIRED.

SUPPORTING MATERIALS

THE APPLICATION PACKAGE GENERALLY INCLUDES:

- OFFICIAL TRANSCRIPTS FROM ALL POST-SECONDARY INSTITUTIONS ATTENDED
- LETTERS OF RECOMMENDATION FROM ACADEMIC OR PROFESSIONAL REFERENCES
- A PERSONAL STATEMENT OR STATEMENT OF PURPOSE OUTLINING CAREER GOALS AND MOTIVATION FOR GRADUATE STUDY
- RESUME OR CURRICULUM VITAE HIGHLIGHTING RELEVANT EXPERIENCE
- GRE SCORES, IF REQUIRED BY THE SPECIFIC PROGRAM (SOME CUNY CAMPUSES HAVE WAIVED THIS REQUIREMENT)
- PROOF OF RELEVANT WORK OR VOLUNTEER EXPERIENCE IN PSYCHOLOGY OR RELATED FIELDS

APPLICATION TIMELINE

MOST CUNY PSYCHOLOGY MASTER'S PROGRAMS ADMIT STUDENTS FOR THE FALL SEMESTER, WITH APPLICATION DEADLINES TYPICALLY FALLING BETWEEN DECEMBER AND MARCH. EARLY PREPARATION AND SUBMISSION OF MATERIALS ARE ADVISED TO MAXIMIZE ADMISSION CHANCES.

CURRICULUM AND SPECIALIZATIONS

THE CURRICULUM FOR A CUNY MASTERS IN PSYCHOLOGY FOCUSES ON DEVELOPING BOTH THEORETICAL UNDERSTANDING AND PRACTICAL SKILLS. COURSEWORK IS DESIGNED TO COVER A BROAD RANGE OF PSYCHOLOGICAL TOPICS, ENSURING A WELL-ROUNDED EDUCATION WHILE ALLOWING FOR SPECIALIZATION.

CORE COURSEWORK

CORE COURSES GENERALLY INCLUDE:

- ADVANCED PSYCHOLOGICAL THEORY
- RESEARCH METHODS AND STATISTICS
- PSYCHOPATHOLOGY AND DIAGNOSIS
- ETHICS AND PROFESSIONAL ISSUES IN PSYCHOLOGY
- HUMAN DEVELOPMENT AND BEHAVIOR

THESE FOUNDATIONAL COURSES ESTABLISH THE SCIENTIFIC AND ETHICAL FRAMEWORK ESSENTIAL FOR ADVANCED STUDY AND PROFESSIONAL PRACTICE.

AREAS OF SPECIALIZATION

STUDENTS CAN OFTEN TAILOR THEIR EDUCATION BY CHOOSING ELECTIVES AND PRACTICUM PLACEMENTS IN SPECIALIZED AREAS SUCH AS:

- CLINICAL PSYCHOLOGY
- COUNSELING PSYCHOLOGY
- INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY
- FORENSIC PSYCHOLOGY
- HEALTH PSYCHOLOGY
- SCHOOL PSYCHOLOGY

EACH SPECIALIZATION OFFERS FOCUSED TRAINING ALIGNED WITH SPECIFIC CAREER GOALS AND INDUSTRY DEMANDS.

RESEARCH AND PRACTICAL TRAINING OPPORTUNITIES

RESEARCH EXPERIENCE AND HANDS-ON TRAINING ARE INTEGRAL COMPONENTS OF CUNY MASTERS IN PSYCHOLOGY PROGRAMS. THESE OPPORTUNITIES PROVIDE STUDENTS WITH ESSENTIAL SKILLS AND PRACTICAL EXPOSURE NECESSARY FOR PROFESSIONAL SUCCESS.

RESEARCH PROJECTS AND THESIS

MANY PROGRAMS REQUIRE STUDENTS TO COMPLETE A THESIS OR CAPSTONE RESEARCH PROJECT, ENCOURAGING ORIGINAL INVESTIGATION UNDER FACULTY SUPERVISION. THIS PROCESS ENHANCES CRITICAL THINKING, DATA ANALYSIS, AND SCHOLARLY WRITING ABILITIES. STUDENTS MAY PARTICIPATE IN FACULTY-LED RESEARCH LABORATORIES, CONTRIBUTING TO ONGOING STUDIES IN AREAS SUCH AS COGNITIVE PSYCHOLOGY, SOCIAL BEHAVIOR, OR NEUROPSYCHOLOGY.

PRACTICUM AND INTERNSHIPS

APPLIED TRAINING IS EMPHASIZED THROUGH CLINICAL PRACTICUM PLACEMENTS OR INTERNSHIPS IN COMMUNITY AGENCIES, HOSPITALS, SCHOOLS, OR CORPORATE SETTINGS. THESE EXPERIENCES ALLOW STUDENTS TO DEVELOP ASSESSMENT AND INTERVENTION SKILLS, GAIN FAMILIARITY WITH PROFESSIONAL ENVIRONMENTS, AND BUILD NETWORKS FOR FUTURE EMPLOYMENT. SUPERVISED PRACTICUM HOURS ARE OFTEN REQUIRED TO MEET LICENSING OR CERTIFICATION PREREQUISITES.

CAREER PROSPECTS AND PROFESSIONAL OUTCOMES

GRADUATES OF A CUNY MASTERS IN PSYCHOLOGY PROGRAM HAVE A WIDE RANGE OF CAREER OPTIONS AVAILABLE, DEPENDING ON THEIR SPECIALIZATION AND PROFESSIONAL INTERESTS. THE DEGREE CAN SERVE AS A STEPPING STONE FOR DOCTORAL STUDIES OR LEAD DIRECTLY TO EMPLOYMENT IN VARIOUS SECTORS.

POTENTIAL CAREER PATHS

COMMON CAREER TRAJECTORIES FOR MASTER'S DEGREE HOLDERS INCLUDE:

1. LICENSED MENTAL HEALTH COUNSELOR OR THERAPIST
2. INDUSTRIAL-ORGANIZATIONAL CONSULTANT
3. BEHAVIORAL HEALTH SPECIALIST
4. SCHOOL PSYCHOLOGIST ASSISTANT
5. RESEARCH COORDINATOR OR ANALYST
6. HUMAN RESOURCES SPECIALIST

MANY ROLES REQUIRE ADDITIONAL CERTIFICATION OR LICENSURE, WHICH CUNY PROGRAMS PREPARE STUDENTS TO PURSUE.

ADVANCEMENT AND FURTHER EDUCATION

FOR STUDENTS AIMING FOR CLINICAL PSYCHOLOGIST LICENSURE OR ACADEMIC CAREERS, COMPLETING A CUNY MASTERS IN PSYCHOLOGY IS OFTEN A PREREQUISITE FOR ENTERING DOCTORAL PROGRAMS SUCH AS PSY.D. OR PH.D. IN PSYCHOLOGY. THE MASTER'S PROGRAM BUILDS A STRONG FOUNDATION IN RESEARCH AND CLINICAL SKILLS NECESSARY FOR SUCCESS AT THE DOCTORAL LEVEL.

BENEFITS OF CHOOSING CUNY FOR GRADUATE PSYCHOLOGY STUDIES

THE CUNY SYSTEM OFFERS SEVERAL DISTINCT ADVANTAGES FOR STUDENTS PURSUING A MASTER'S DEGREE IN PSYCHOLOGY, MAKING IT A COMPETITIVE CHOICE AMONG GRADUATE PROGRAMS.

AFFORDABLE TUITION AND FINANCIAL AID

CUNY IS KNOWN FOR ITS AFFORDABLE TUITION RATES, PARTICULARLY FOR IN-STATE RESIDENTS. THIS ACCESSIBILITY ALLOWS STUDENTS TO OBTAIN A QUALITY EDUCATION IN PSYCHOLOGY WITHOUT INCURRING EXCESSIVE DEBT. ADDITIONALLY, FINANCIAL AID OPTIONS, SCHOLARSHIPS, AND ASSISTANTSHIPS ARE AVAILABLE TO SUPPORT GRADUATE STUDENTS.

DIVERSE AND INCLUSIVE LEARNING ENVIRONMENT

CUNY CAMPUSES SERVE A DIVERSE STUDENT POPULATION, ENRICHING THE EDUCATIONAL EXPERIENCE WITH VARIED CULTURAL PERSPECTIVES. THIS DIVERSITY ENHANCES THE STUDY OF PSYCHOLOGY BY FOSTERING CULTURAL COMPETENCE AND SENSITIVITY, CRITICAL SKILLS IN PROFESSIONAL PRACTICE.

EXPERIENCED FACULTY AND RESEARCH FACILITIES

FACULTY MEMBERS AT CUNY ARE ACCOMPLISHED RESEARCHERS AND PRACTITIONERS WHO BRING REAL-WORLD EXPERTISE INTO THE CLASSROOM. THE UNIVERSITY'S RESEARCH FACILITIES AND PARTNERSHIPS WITH LOCAL AGENCIES PROVIDE VALUABLE RESOURCES AND NETWORKING OPPORTUNITIES FOR STUDENTS.

LOCATION AND PROFESSIONAL NETWORKING

SITUATED IN NEW YORK CITY, CUNY OFFERS PROXIMITY TO NUMEROUS HEALTHCARE, EDUCATIONAL, AND CORPORATE ORGANIZATIONS. THIS LOCATION FACILITATES INTERNSHIP PLACEMENTS, EMPLOYMENT PROSPECTS, AND CONNECTIONS WITH PROFESSIONAL COMMUNITIES IN PSYCHOLOGY AND RELATED FIELDS.

FREQUENTLY ASKED QUESTIONS

WHAT ARE THE ADMISSION REQUIREMENTS FOR THE CUNY MASTERS IN PSYCHOLOGY PROGRAM?

THE ADMISSION REQUIREMENTS TYPICALLY INCLUDE A BACHELOR'S DEGREE FROM AN ACCREDITED INSTITUTION, A MINIMUM GPA (USUALLY AROUND 3.0), LETTERS OF RECOMMENDATION, A STATEMENT OF PURPOSE, AND SOMETIMES GRE SCORES. SPECIFIC REQUIREMENTS MAY VARY BY CUNY CAMPUS.

WHICH CUNY CAMPUSES OFFER A MASTERS IN PSYCHOLOGY PROGRAM?

SEVERAL CUNY CAMPUSES OFFER MASTERS IN PSYCHOLOGY PROGRAMS, INCLUDING CITY COLLEGE OF NEW YORK (CCNY) AND HUNTER COLLEGE. EACH CAMPUS MAY HAVE DIFFERENT SPECIALIZATIONS AND PROGRAM FOCUSES.

WHAT SPECIALIZATIONS ARE AVAILABLE IN THE CUNY MASTERS IN PSYCHOLOGY PROGRAM?

SPECIALIZATIONS CAN VARY BY CAMPUS BUT OFTEN INCLUDE CLINICAL PSYCHOLOGY, COUNSELING PSYCHOLOGY, INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY, AND APPLIED PSYCHOLOGY. PROSPECTIVE STUDENTS SHOULD CHECK THE SPECIFIC CAMPUS OFFERINGS FOR DETAILS.

IS THE CUNY MASTERS IN PSYCHOLOGY PROGRAM ACCREDITED AND RECOGNIZED?

YES, CUNY IS A REPUTABLE PUBLIC UNIVERSITY SYSTEM, AND ITS PSYCHOLOGY PROGRAMS ARE ACCREDITED AND RECOGNIZED BY RELEVANT EDUCATIONAL AUTHORITIES, ENSURING QUALITY EDUCATION AND ELIGIBILITY FOR LICENSURE EXAMS WHERE APPLICABLE.

WHAT CAREER OPPORTUNITIES CAN I PURSUE AFTER COMPLETING A MASTERS IN PSYCHOLOGY AT CUNY?

GRADUATES CAN PURSUE CAREERS IN COUNSELING, SOCIAL SERVICES, HUMAN RESOURCES, RESEARCH, AND MAY CONTINUE TOWARDS DOCTORAL PROGRAMS FOR CLINICAL PRACTICE. THE PROGRAM PREPARES STUDENTS FOR ROLES IN MENTAL HEALTH

AGENCIES, SCHOOLS, CORPORATE SETTINGS, AND GOVERNMENT ORGANIZATIONS.

ADDITIONAL RESOURCES

1. *FOUNDATIONS OF PSYCHOLOGY: AN INTRODUCTION FOR CUNY GRADUATE STUDENTS*

THIS BOOK OFFERS A COMPREHENSIVE OVERVIEW OF FUNDAMENTAL PSYCHOLOGICAL THEORIES AND CONCEPTS, TAILORED SPECIFICALLY FOR STUDENTS IN CUNY'S MASTER'S PROGRAMS. IT COVERS COGNITIVE, BEHAVIORAL, DEVELOPMENTAL, AND SOCIAL PSYCHOLOGY, PROVIDING A SOLID FOUNDATION FOR ADVANCED STUDY. THE TEXT INCLUDES CASE STUDIES AND PRACTICAL EXAMPLES RELEVANT TO URBAN POPULATIONS, MAKING IT PARTICULARLY USEFUL FOR THOSE STUDYING IN NEW YORK CITY.

2. *RESEARCH METHODS IN PSYCHOLOGY: A CUNY GRADUATE PERSPECTIVE*

DESIGNED FOR MASTER'S LEVEL PSYCHOLOGY STUDENTS AT CUNY, THIS BOOK EMPHASIZES RESEARCH DESIGN, DATA COLLECTION, AND STATISTICAL ANALYSIS. IT GUIDES READERS THROUGH QUALITATIVE AND QUANTITATIVE METHODS WITH CLEAR EXAMPLES AND EXERCISES. THE BOOK ALSO ADDRESSES ETHICAL CONSIDERATIONS IN PSYCHOLOGICAL RESEARCH WITHIN DIVERSE COMMUNITIES.

3. *CLINICAL PSYCHOLOGY PRACTICE: TECHNIQUES AND APPLICATIONS FOR CUNY STUDENTS*

FOCUSED ON CLINICAL PRACTICE, THIS TEXT PROVIDES IN-DEPTH COVERAGE OF ASSESSMENT, DIAGNOSIS, AND INTERVENTION STRATEGIES USED IN PSYCHOLOGY. IT INTEGRATES EVIDENCE-BASED PRACTICES WITH CULTURALLY SENSITIVE APPROACHES RELEVANT TO CUNY'S DIVERSE STUDENT BODY. PRACTICAL CASE STUDIES ENHANCE UNDERSTANDING AND PREPARE STUDENTS FOR REAL-WORLD CLINICAL SETTINGS.

4. *DEVELOPMENTAL PSYCHOLOGY ACROSS THE LIFESPAN: INSIGHTS FOR MASTER'S STUDENTS*

THIS BOOK EXPLORES HUMAN DEVELOPMENT FROM INFANCY THROUGH OLD AGE, EMPHASIZING PSYCHOLOGICAL CHANGES AND CHALLENGES AT EACH STAGE. IT INCORPORATES RESEARCH FINDINGS AND THEORETICAL PERSPECTIVES THAT ARE CRITICAL FOR STUDENTS PURSUING ADVANCED DEGREES IN PSYCHOLOGY. SPECIAL ATTENTION IS GIVEN TO DEVELOPMENTAL ISSUES IN URBAN ENVIRONMENTS, ALIGNING WITH THE CUNY CONTEXT.

5. *SOCIAL PSYCHOLOGY IN URBAN CONTEXTS: A GUIDE FOR CUNY GRADUATE STUDENTS*

EXAMINING SOCIAL BEHAVIOR AND GROUP DYNAMICS, THIS BOOK EXPLORES HOW URBAN ENVIRONMENTS INFLUENCE PSYCHOLOGICAL PROCESSES. TOPICS INCLUDE IDENTITY, PREJUDICE, SOCIAL NETWORKS, AND COMMUNITY PSYCHOLOGY. THE TEXT IS DESIGNED TO HELP CUNY STUDENTS UNDERSTAND THE SOCIAL FACTORS AFFECTING MENTAL HEALTH AND BEHAVIOR IN METROPOLITAN SETTINGS.

6. *PSYCHOPATHOLOGY AND DIAGNOSIS: A CUNY MASTER'S PROGRAM RESOURCE*

THIS RESOURCE COVERS MAJOR PSYCHOLOGICAL DISORDERS, DIAGNOSTIC CRITERIA, AND CLASSIFICATION SYSTEMS USED IN CLINICAL PSYCHOLOGY. IT PROVIDES DETAILED DESCRIPTIONS OF SYMPTOMS AND THEORETICAL MODELS OF PSYCHOPATHOLOGY. THE BOOK INCLUDES CULTURALLY INFORMED APPROACHES TO DIAGNOSIS RELEVANT TO CUNY'S DIVERSE POPULATIONS.

7. *PSYCHOLOGICAL ASSESSMENT AND TESTING: TOOLS FOR CUNY PSYCHOLOGY STUDENTS*

FOCUSING ON STANDARDIZED TESTS AND ASSESSMENT TECHNIQUES, THIS BOOK EQUIPS STUDENTS WITH THE SKILLS TO ADMINISTER, SCORE, AND INTERPRET PSYCHOLOGICAL INSTRUMENTS. IT EMPHASIZES ETHICAL CONSIDERATIONS AND CULTURAL COMPETENCE IN ASSESSMENT. PRACTICAL EXAMPLES REFLECT THE DIVERSE SETTINGS IN WHICH CUNY STUDENTS MAY WORK.

8. *HEALTH PSYCHOLOGY AND WELLNESS: PERSPECTIVES FOR CUNY GRADUATE STUDENTS*

THIS BOOK DISCUSSES THE INTERPLAY BETWEEN PSYCHOLOGICAL FACTORS AND PHYSICAL HEALTH, INCLUDING STRESS, COPING, AND BEHAVIOR CHANGE. IT HIGHLIGHTS INTERVENTIONS AIMED AT PROMOTING WELLNESS IN DIVERSE POPULATIONS. THE CONTENT IS TAILORED TO MEET THE NEEDS OF CUNY STUDENTS INTERESTED IN HEALTH PSYCHOLOGY AND COMMUNITY HEALTH.

9. *ETHICS AND PROFESSIONAL ISSUES IN PSYCHOLOGY: A GUIDE FOR CUNY MASTER'S STUDENTS*

COVERING ETHICAL PRINCIPLES, PROFESSIONAL STANDARDS, AND LEGAL ISSUES IN PSYCHOLOGY, THIS BOOK PREPARES STUDENTS FOR RESPONSIBLE PRACTICE. IT INCLUDES DISCUSSIONS ON CONFIDENTIALITY, INFORMED CONSENT, AND MULTICULTURAL COMPETENCE. CASE STUDIES RELEVANT TO CUNY'S URBAN CONTEXT PROVIDE PRACTICAL INSIGHTS FOR FUTURE PSYCHOLOGISTS.

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cuny masters in psychology: Graduate Study in Psychology, 2011 American Psychological Association, 2010 Provides information for more than 600 graduate departments, programs, and schools of psychology in the United States and Canada.

cuny masters in psychology: Psychological Experts in Divorce Actions Marc J. Ackerman, Andrew W. Kane, 2005-01-01 Emotionally charged issues abound in matrimonial practice, especially in custody disputes. Expert testimony can have a dramatic impact on the outcome of a case, and when matters are highly sensitive or sensational the seeming objectivity of an expert can be dispositive. To effectively reinforce or question that testimony, certain specialized knowledge is essential. Scientifically accepted standards and theories are constantly evolving. Keeping up with the data had been a challenge, but one integrated resource has made it simple. Aspen Publishers' Psychological Experts in Divorce Actions pulls all the research together into the definitive guide to understanding the role of psychological evaluations in divorce and custody actions. Focused on providing the best approach to protecting your client's interests, this work explains all the leading testing instruments, what conclusions may be drawn and how to challenge or support those conclusions. In addition to offering effective examination and cross-examination strategies, it assists you in handling the gamut of psychological factors that affect clients in divorce and custody cases. Authors Marc J. Ackerman, Ph.D., and Andrew W. Kane, Ph.D., are licensed psychologists who have been involved in hundreds of custody cases. Drawing on their extensive experience—testing parties to a divorce and treating psychological patients in the clinic—and as psychological experts in the courtroom, they identify the most important psychological evaluation research used in divorce and custody decision-making and distill the information into clear terms lawyers can readily apply. They also examine vital issues including: Ethics —confidentiality, privilege, duty to warn or protect (Tarasoff), sharing raw data, test integrity Sexual abuse —bona fide or fabricated allegations, psychological effects of sexual abuse, profiles of abuser and abused Testing —personality tests (including MMPI-2, And The new MMPI-2-RF, Rorschach, Millon, TAT); intelligence tests (Wechsler scales, Kaufman scales, Stanford Binet); custody tests (ASPECT, PCRI, PASS, BPS); and many more How divorce affects families —custody, placement, age and gender differences, grandparents, sexual preference, psychological problems

cuny masters in psychology: Teaching Psychology Jillian Grose-Fifer, Patricia J. Brooks, Maureen O'Connor, 2019-02-12 A guide to an evidence-based approach for teaching college-level psychology courses Teaching Psychology offers an evidence-based, student-centered approach that is filled with suggestions, ideas, and practices for teaching college-level courses in ways that contribute to student success. The authors draw on current scientific studies of learning, memory, and development, with specific emphasis on classroom studies. The authors offer practical advice for applying scholarly research to teaching in ways that maximize student learning and personal growth. The authors endorse the use of backward course design, emphasizing the importance of identifying learning goals (encompassing skills and knowledge) and how to assess them, before developing the appropriate curriculum for achieving these goals. Recognizing the diversity of today's student population, this book offers guidance for culturally responsive, ethical teaching. The text explores techniques for teaching critical thinking, qualitative and quantitative reasoning, written and oral communication, information and technology literacy, and collaboration and teamwork. The authors explain how to envision the learning objectives teachers want their students to achieve and

advise how to select assessments to evaluate if the learning objectives are being met. This important resource: Offers an evidence-based approach designed to help graduate students and new instructors embrace a student-centered approach to teaching; Contains a wealth of examples of effective student-centered teaching techniques; Surveys current findings from the Scholarship of Teaching and Learning; Draws on the American Psychological Association's five broad goals for the undergraduate Psychology major and shows how to help students build life-long skills; and, Introduces Universal Design for Learning as a framework to support diverse learners. Teaching Psychology offers an essential guide to evidence-based teaching and provides practical advice for becoming an effective teacher. This book is designed to help graduate students, new instructors, and those wanting to update their teaching methods. It is likely to be particularly useful for instructors in psychology and other social science disciplines.

cuny masters in psychology: *Inside Forensic Psychology* Tiffany R. Masson, 2016-03-28 The rich case material in this unique book provides readers with an in-depth understanding of a wide variety of forensic psychology topics through the perspective of the psychologist working with these individuals. In this absorbing and illustrative volume, experienced forensic psychologists explain the specialized field's intersection between psychology and the justice system. It documents psychologists' interviews with involved parties, the law research they conduct, and their testimony in court on issues that include competency to stand trial, Miranda evaluations, defendants' sanity, sentencing, the death penalty, and violence and risk assessments, as well as on cases regarding family matters such as child custody, child protection, and parental rights. Offering firsthand testimonials from some of the best-known and most practiced professionals in the nation, the contributors not only explain the work but also offer comprehensive case studies that will enable students as well as readers who are not specialists in psychology to fully understand core concepts and appreciate the complexities and subtleties of the field. *Inside Forensic Psychology* is intended for undergraduate students and graduate students studying forensic psychology or entering into a forensic psychology concentration/specialization. As an instructional text, the book serves professors as a single resource that houses varied forensic clinical case vignettes incorporating the clinical thinking of the psychologist. The rich case material will serve to excite critical thinking in students, assist instructors in expanding upon their lectures, and provide invigorating, intriguing material for lay readers.

cuny masters in psychology: *Women on the Role of Public Higher Education* D. Gambs, R. Kim, 2015-04-09 This edited collection presents a compilation of personal essays on the role of public higher education in the lives of fourteen social scientists who are graduates of the Graduate Center, the doctoral granting institution at the City University of New York, the nation's largest public urban university.

cuny masters in psychology: *Handbook of Psychology, Forensic Psychology* Irving B. Weiner, Randy K. Otto, 2012-10-23 Psychology is of interest to academics from many fields, as well as to the thousands of academic and clinical psychologists and general public who can't help but be interested in learning more about why humans think and behave as they do. This award-winning twelve-volume reference covers every aspect of the ever-fascinating discipline of psychology and represents the most current knowledge in the field. This ten-year revision now covers discoveries based in neuroscience, clinical psychology's new interest in evidence-based practice and mindfulness, and new findings in social, developmental, and forensic psychology.

cuny masters in psychology: *Occupational Health Psychology* Irvin Sam Schonfeld, Chu-Hsiang Chang, 2017-01-05 Occupational Health Psychology (OHP) is a rapidly expanding interdisciplinary field that focuses on the science and practice of psychology in promoting and developing workplace health- and safety-related initiatives. This comprehensive text for undergraduate and graduate survey courses is the first to encompass a wide range of key issues in OHP from a North American perspective. It draws from the domains of psychology, public health, preventive medicine, nursing, industrial engineering, law, and epidemiology to focus on the theory and practice of protecting and promoting the health, well-being, and safety of individuals in the

workplace and improving the quality of work life. The text addresses key psychosocial work issues that are often related to mental and physical health problems, including psychological distress, burnout, depression, accidental injury, obesity, and cardiovascular disease. It examines leadership styles as they impact organizational culture and provides specific recommendations for reducing employee-related stress through improved leader practices. Also addressed is the relationship between adverse psychosocial working conditions and harmful health behaviors, along with interventions aimed at improving the work environment and maximizing effectiveness. Additionally, the book discusses how scientists and practitioners in OHP conduct research and other important concerns such as workplace violence, work/life balance, and safety. The book reinforces learning with chapter objectives, highlight boxes containing intriguing examples of research and current controversies, and chapter summaries. Key Features: Comprises the first comprehensive text on Occupational Health Psychology for undergraduate and graduate survey courses Covers key issues in health psychology in the workplace such as stress, violence, work/life balance, and safety Organized and written for easy access by students and faculty Provides specific recommendation for reducing employee stress Includes learning objectives, highlight boxes, and end-of-chapter summaries

cuny masters in psychology: Peterson's Graduate & Professional Programs: An Overview--Close-Ups of Institutions Offering Graduate & Professional Work Peterson's, 2011-06-01 Graduate & Professional Programs: An Overview--Close-Ups of Institutions Offering Graduate & Professional Work contains dozens of two-page in-depth descriptions, written by administrators at featured institutions, that give complete details on the graduate study available. Information includes programs of study, research facilities, location, cost, financial aid, living and housing, student group, the university, applying, contact information, and faculty details

cuny masters in psychology: Graduate Study in Criminology and Criminal Justice Nicole Prior, 2015-05-20 This book provides information on graduate programs in the United States and Canada to students and professionals who are interested in attending post-baccalaureate education in criminology or criminal justice. The book contains information for each program and includes both brick-and-mortar and online programs. An introduction and a section on potential employment options provide context.

cuny masters in psychology: Treating Affect Phobia Leigh McCullough, 2003-01-24 This hands-on manual from Leigh McCullough and associates teaches the nuts and bolts of practicing short-term dynamic psychotherapy, the research-supported model first presented in *Changing Character*, McCullough's foundational text. Reflecting the ongoing evolution of the approach, the manual emphasizes affect phobia, or conflict about feelings. It shows how such proven behavioral techniques as systemic desensitization can be applied effectively within a psychodynamic framework, and offers clear guidelines for when and how to intervene. Demonstrated are procedures for assessing patients, formulating core conflicts, and restructuring defenses, affects, and relationship to the self and others. In an easy-to-use, large-size format, the book features a wealth of case examples and write-in exercises for building key clinical skills. The companion website (www.affectphobia.org) offers useful supplemental resources, including Psychotherapy Assessment Checklist (PAC) forms and instructions.

cuny masters in psychology: The Oxford Handbook of Experimental Semantics and Pragmatics Chris Cummins, Napoleon Katsos, 2019-03-19 This handbook is the first to explore the growing field of experimental semantics and pragmatics. In the past 20 years, experimental data has become a major source of evidence for building theories of language meaning and use, encompassing a wide range of topics and methods. Following an introduction from the editors, the chapters in this volume offer an up-to-date account of research in the field spanning 31 different topics, including scalar implicatures, presuppositions, counterfactuals, quantification, metaphor, prosody, and politeness, as well as exploring how and why a particular experimental method is suitable for addressing a given theoretical debate. The volume's forward-looking approach also seeks to actively identify questions and methods that could be fruitfully combined in future

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readers with a grand sweep of the field-its research and design content, methodology, institutions, and past and future trajectories-through the experiences and intellectual histories of its participants. Why intellectual histories? Several factors led to the decision to launch this project. For one, 1989 was an anniversary and commemorative year for the Environmental Design Research Association, perhaps the major and most long-standing interdisciplinary organization of environment and behavior researchers and practitioners. Established in 1969, this organization has been the vehicle for generations of researchers and practitioners from many disciplines to come together annually to exchange ideas, present papers, and develop professional and personal relationships. It held its first and twentieth meetings in North Carolina, with the twentieth conference substantially devoted to discussions of the past, present, and future of the field-a taking stock, so to speak. Thus it seemed appropriate to launch a volume on intellectual histories at this significant juncture in the life of the field.

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