

## **HUMAN SERVICES AND HEALTH SCIENCES FOCUS AREA**

This focus area emphasizes applied approaches to psychological and physical health and wellbeing. Core courses introduce students to biological, psychological, and social contributions to health and resilience. Students will apply a range of theories to understanding interventions in human services, including public health, psychological, and social-cultural approaches, and will learn how historical and political forces have shaped health and resilience. This focus area is intended for students who are interested in careers in human services, including counseling, social work, public health, medicine, education, and human resources.

The Human Services and Health Sciences focus area requires the following courses:

### **Counseling Theories**

This course is designed to provide an introduction to the field of counseling psychology. Students will learn the foundational theories that underlie the work of counseling psychologists and researchers. Course materials integrate topics of special relevance to counseling psychology including ethics, assessment, and multiculturalism. Through experiential exercises, students will practice the skills of counseling, including basic interviewing and active listening skills.

Learning Goals:

- Increase knowledge and understanding of counseling psychology theories and how they inform counseling practice
- Gain understanding of how counseling theory is shaped by social, historical, and cultural contexts
- Increase awareness of historical and cultural context and how this shapes individual identity
- Gain skills in formulating case conceptualizations that incorporate an individual's social context
- Develop basic counseling skills, including interviewing and active listening

### **Psychological Disorders: Clinical and Social Perspectives**

This course provides an overview of the theoretical models and phenomenology currently shaping our understanding of psychological disorders and their socio-cultural context. Students will discuss and critique current constructions of the nature of mental illness, as well as classification, assessment, and treatment of psychological disorders. They will discuss specific forms of psychological disorders, with attention to the causes and subjective experience of psychopathology. Class activities will include discussions as well as group and individual projects. A diversity of viewpoints is welcomed and encouraged.

Learning Goals:

- Increase knowledge of psychological theory and research concerning different forms of psychological disorders, with a particular emphasis on the bio-psycho-social perspective.
- Increase understanding of the social, historical, and cultural contexts of psychological disorders.
- Critically examine theoretical and research questions in the field of psychological disorders.
- Gain appreciation of the subjective experience of mental illness.
- Increase understanding of the role of social context in the way that psychological disorders are experienced.

### **Health Psychology**

Health psychology is the study of how psychology and health interact and influence health promotion and health risk behaviors, the treatment individuals receive for medical problems, how people cope with stress and pain, and how people behave when they are ill. This course will review these issues across the life course, with special attention to approaches which influence health promoting behaviors and the treatment of illnesses.

Learning goals:

- Gain ability to apply an ecological framework to the description and analysis of health psychology problems at the individual, community, or population level.
- Learn how psychological research methods, theories, and principles can be applied to enhance biomedical approaches for promoting health and treating illness.
- Increase understanding of how stress response may impact the etiology and course of health problems.
- Examine how cognitive behavioral methods may help individuals cope with stress.
- Develop skills for designing programs to improve personal health habits and lifestyles.
- Increase understanding of how psychological methods and principles may be applied to help patients manage and cope with chronic illness.

### **ORGANIZATIONAL STUDIES AND HUMAN CAPITAL FOCUS AREA**

This focus area concentrates on the interaction of the person and the work/organizational context. Students will develop skills and knowledge to contribute to the modern and future workplace with a focus on applications of psychology and human development to interpersonal relationships, organizational settings, and the workplace. Infusing the Lynch School's focus on social justice, meaning, and purpose, students will develop a critical perspective about the role of psychological and social factors in the design and development of initiatives that optimize the human condition. This focus area is relevant for students who are interested in careers in management, human resources, training and development, career development, and related fields

in public and private sectors. This focus area provides a solid foundation for students considering graduate programs and careers in business administration, organizational studies, law, counseling and clinical psychology, and industrial/organizational psychology.

The Organizational Studies and Human Capital focus area requires the following courses:

### **Psychology of Work**

Work is one of the central roles in life, encompassing much of our time, energy, and effort. In this course, students will learn about the psychological experience of work, including both the contemporary and future workplace. Beginning with a broad historical and social examination of the nature of work in human development, students will learn about how psychology can enrich our understanding of and capacity to intervene in promoting decent and dignified work. The course focuses on the ways in which work functions to sustain individual well-being and the welfare of communities. Students will develop knowledge and skills in understanding their own work-related development, applications of psychology in understanding individual and organizational behavior in the workplace, impact of the future of work on individuals and communities, and the ways in which the psychology of work can inform meaning, purpose, and social justice.

Learning Goals:

- Gain knowledge of psychology applied to individual functioning
- Gain knowledge of psychology of work in relation to the welfare of communities
- Increase awareness of how work can function to foster meaning, purpose, and well-being for individuals and communities

### **Interpersonal Relationships**

This course uses social, cognitive, and developmental theories to examine the nature of relationships, how they develop, and how they are maintained over time. We will discuss multiple types of relationships across contexts, including among families, peers, romantic partners, and the workplace. As part of this course, we will integrate issues of diversity to inform our understanding of relationships. Further, we will consider how individual and contextual factors interact in ways that shape our relationships. Relationship theories and concepts will be applied to address real-world situations and to discuss contemporary societal issues that affect how we relate with others. Students will be expected to focus on particular relationships (e.g., friendships with peers or coworkers, romantic relationships) or settings (e.g., the workplace, schools, families, peer groups) through examples discussed in class, group work, and their own research into specific topics.

Learning goals:

- Learn about key relationship theories and research from the scientific study of relationships

- Gain understanding of the major individual and social factors that underlie the process of establishing, developing, and maintaining relationships
- Apply relationship theories and concepts to address circumstances that arise in one's personal and professional relationships.

### **Organizational Behavior** (\*taught by the School of Management)

As an introduction to the study of human behavior in organizations, this course aims at increasing an awareness and understanding of individual, interpersonal, group, and organizational events, as well as increasing a student's ability to explain and influence such events. The course deals with concepts that are applicable to institutions of any type; a central thrust of these concepts concerns the way institutions can become more adaptive and effective. The course is designed to help the student understand and influence the groups and organizations to which he/she currently belongs and with which he/she will become involved in a later career.

### **POLICY, ADVOCACY AND COMMUNITY CHANGE FOCUS AREA**

This focus area illuminates individual, community, and government roles in sustaining or challenging social and economic inequities affecting human development. Students will gain an understanding of social injustice, and will understand how psychological science both informs and responds to policies and programs designed to address pervasive social problems. Core classes will draw from a range of materials from theoretical, empirical and policy analysis readings to literature and story-telling to build students' skills in self-reflection, critical analysis, and the translation of evidence to practice. This focus area is intended for students interested in careers in public policy, child and family law, nonprofit organizations, community organizing, advocacy, and applied psychology, counseling, or social work.

The Policy, Advocacy and Community Change focus area requires the following courses:

#### **Social Oppression and Transformation**

This course engages the topic of social oppression and transformation from social and psychological perspectives. Using research, scholarship, and creative work from psychology, education, sociology, history, and popular culture, students will explore institutional, ideological, interpersonal, and individual aspects of oppression across four social locations — social class, gender, race, and sexual orientation. For each location, students will start with their own stories of privilege and oppression; move to an empathic engagement with the stories of others; broaden to understand the way that structural dynamics shape those stories; and finally, dive into specific social issues, including family poverty, violence against women, mass incarceration, and LGBTQ homelessness. Throughout the course, students will have the opportunity to study and reflect on change and transformation, including ways in which to incorporate learning from this course into personal and professional lives.

### Learning Goals:

- Develop a framework for understanding the ideological, individual, and institutional dimensions of social oppression in the United States as they relate to class, gender, race, and sexual orientation (and their intersections).
- Build a deeper awareness of experiences and beliefs related to class, gender, race, and sexual orientation, as well as the capacity to listen to and engage with others.
- Articulate how past and present institutional policies, practices, and laws affect the opportunities and experiences of individuals and communities.
- Explore personal and professional avenues to address social oppression at an individual and community level.
- Foster and support ongoing commitment to working for social justice across a variety of capacities.

### **Prevention and Intervention Strategies for Children, Families, and Communities**

This course is designed to provide an overview of key issues that arise in the development, implementation, evaluation, and scaling of prevention and intervention programs that intersect with the field of psychology. Key issues include the challenges and opportunities of research-practice partnerships, the critical role of theories of change, diverse perspectives on evidence, and unintended consequences of good intentions. A variety of exemplar prevention and intervention programs are used to illustrate and analyze these key issues using theoretical, conceptual, and empirical works from psychological science.

### Learning Goals:

1. Improve abilities to use psychological science as a tool for helping design, implement, and evaluate intervention strategies.
2. Understand common challenges with intervention programs and practices, and build skills to analyze and address these challenges using psychological science.
3. Increase knowledge of exemplar intervention strategies, including knowledge of generalizable principles evident across exemplars.
4. Improve understandings of the ways in which intervention development, implementation, and evaluation takes place at the intersection of science, practice, and policy; and of the intersecting interests of stake-holders in these areas.

### **Social Issues & Social Policy**

This course provides participants with a foundation of knowledge concerning how social policies and programs target social and economic inequities and in turn shape the lives of children and families. The class considers how research, politics, and advocacy play a role in the initiation, implementation, and evaluation of policies and programs at the local, state, and federal level.

Students evaluate key social, economic, and educational policies, and delineate how such policies affect individual and societal well-being. Focusing beyond the U.S., the course considers how key societal beliefs, demographic patterns, and government policies vary internationally. Guest speakers and site visits provide expert views on cornerstones of social policy: politics, advocacy, and policy creation; policy implementation; and policy evaluation.

Learning Goals:

- Understand demographic trends and patterns underlying social inequities
- Explore scientific, political, and social forces affecting the development of social policies
- Understand key social, educational, and economic policies affecting children and families
- Critically evaluate the effectiveness of such policies in meeting their stated goals
- Further develop scientifically-informed views about central social issues
- Cultivate skills in advocacy and political engagement in relation to social inequities

### **SCIENCE OF LEARNING FOCUS AREA**

Students in this focus area will learn about the cognitive, motivational, and affective processes that underlie learning and behavior across diverse contexts. Students will examine theories and empirical evidence pertaining to the science of learning, and will gain skills in translating this knowledge into practice. This focus area is ideal for those interested in designing programs, curricula, or learning experiences that expand individuals' knowledge, bolster their academic motivation, or promote behavioral change. It is designed for students who are interested in careers in teaching, leadership, developmental and educational psychology, higher education, instructional design, or curriculum development.

The Science of Learning focus area requires the following courses:

#### **Cognition and Learning**

This course will introduce students to what the fields of cognitive, developmental, and educational psychology have to say about how humans learn. This includes comparing and contrasting major theoretical approaches to the study of learning, examining the basic cognitive processes involved in learning (e.g., attention, memory, inhibitory control, problem-solving), and considering how social and biological factors affect these processes. The knowledge gained in this course can be used to maximize individual growth and achievement across a variety of real-life contexts. For instance, it can inform the design of classroom instructional practices, professional training seminars, parenting interventions, community programs, and health initiatives.

Learning Goals:

- Gain knowledge about key theories of human learning and how learning changes over the course of development

- Understand the basic cognitive processes that underlie learning
- Understand how the interaction between social and biological factors influences learning
- Examine individual and group-level factors, such as socio-economic background, that may contribute to differences in educational achievement
- Gain knowledge about the methods psychologists use to investigate human development and learning

### **Motivation and Self-Regulated Learning**

Self-regulated learning refers to the ways in which students set goals for themselves, implement strategies that will help them meet their goals, and assess the effectiveness of these strategies. A central component of self-regulated learning is student motivation. Motivation not only energizes students' learning, but it leads them to approach their learning in different ways. In this course, we will take an interdisciplinary approach, drawing on insights from the fields of educational, developmental, cognitive, and social psychology, to understand how people regulate their own learning at different ages and in different contexts, as well as how social contexts and identities affect these regulatory processes.

Learning Goals:

- Understand how students set goals, implement strategies, and assess progress toward learning goals in educational contexts.
- Understand how diverse motivational factors shape these regulatory processes and affect learning and achievement across diverse individuals and contexts.
- Understand group differences in motivation and self-regulation that may contribute to gaps in education achievement.
- Gain knowledge about the methods psychologists use to investigate motivation and self-regulation

### **Translating Science of Learning into Practice**

The science of learning has a tremendous potential for enhancing educational outcomes and job performance. Yet findings obtained in laboratory settings are not easily replicated, expanded, and integrated into applied settings. This course will consider key issues to consider in translating learning science into practice across diverse contexts. Students will consider examples of how findings from the science of learning have been applied either successfully or unsuccessfully to practice in fields such as education, counseling, design, and business.

Learning Goals:

- Increase knowledge of psychological research that has direct implications for applied settings

- Critically evaluate the application of learning research in applied settings
- Understand the opportunities and challenges of applying the principles developed in the learning sciences to educational practice and professional training

Gain experience in designing and evaluating interventions aimed at optimizing learning-