

# Department of Educational Psychology

## Educational Psychology Graduate Programs

The Department of Educational Psychology (<https://epsy.ku.edu/>) offers critical knowledge and skills needed in society today including research design, statistics, educational measurement, program evaluation, educational and psychological assessment, counseling and consultation.

The department offers graduate training programs in counseling psychology, educational psychology and research, and school psychology.

## Courses

**EPSY SBS. Social and Behavioral Sciences. 3 Credits. GE3S SBS**

**EPSY 305. Development and Learning of the Child. 3 Credits. GE3S SWT SBS**

An introduction to the study of children's thinking, behavior, and development in school, home, and community settings. Classic and contemporary theories of developmental and educational psychology will be addressed; these theories will provide a foundation for thinking about important contemporary issues in child development. Specific topics covered will include research methods for studying children's development, cognitive development, intelligence, language, emotional development, aggression, moral development, and family and peer relationships. Emphasis will be placed the study of individuals and groups, describing the process of development, and considering educational implications of theory and research.

**EPSY 306. Development and Learning of the Adolescent. 3 Credits. GE3S**

An introduction to the study of adolescence (puberty to roughly age 18), with a focus on implications and applications for optimal adolescent development. Approaching development from an applied lens, the course will cover foundational information on brain and biological changes that occur during adolescence, as well as on integrating this foundational knowledge with theories of learning, motivation, cognition, and emotional and social development.

**EPSY 310. Career and Life Planning. 3 Credits.**

The purpose of this course is to assist students with career, academic, and life planning choices. Designed to be practical and hands-on, the course relies heavily on student engagement. Through conversation and exploration, students will develop a better understanding of themselves and their career options and leave with a road-map for the future. Classes will meet twice a week in small sections. Both in-class and out-of-class activities will focus on helping students identify interests and strengths, clarify values, explore academic and work alternatives, and develop skills that can be applied to career and life planning both now and in the future.

**EPSY 320. Basics of Classroom Assessment. 1 Credits.**

This course is designed for sophomores in the Teacher Education Program. It presents basic concepts and methods for classroom assessment.. It is meant to be an introductory course and students are expected to enroll in EPSY 520 Classroom Assessment in their senior year.

**EPSY 385. Psychological Aspects of Exercise. 3 Credits.**

This course is designed for students interested in optimizing motivation and adherence to exercise among individuals in a wide range of physical activity settings (e.g., health clubs, corporate fitness, and physical therapy/rehab). The course content will include a review of the literature highlighting the psychological benefits of exercise, the theoretical advances in understanding the psychological aspects influencing individuals' participation in physical activity, and an introduction to strategies and techniques for professionals attempting to foster motivation and adherence to exercise among their clients. Prerequisite: Admission to the Community Health program or instructor consent.

**EPSY 440. Applied Sport and Performance Psychology. 3 Credits.**

This course will examine the psychological principles and techniques that are applied to improve sport performance and other fields of achievement (e.g., exercise and wellness, music, and academics). Special attention will be given to psychological aspects of injury and rehabilitation, psychological conditioning, psychological training methods, coaching philosophy, the social psychology of team members, and components of peak performances.

**EPSY 450. Introduction to Counseling Psychology. 3 Credits.**

An historical and contemporary overview of the science and practice of counseling psychology, including trends in the roles and functions of counseling psychology practitioners, the research and scientific foundations of counseling practice, the psychological theories of counseling and psychotherapy that guide professional practice, and the ethical and professional issues confronting counseling practitioners. Prerequisite: PSYC 104.

**EPSY 458. Advanced Sport & Exercise Psychology. 3 Credits.**

Students will plan, create, and lead mental skills activities that can be used with individuals of all ages and ability levels, and receive feedback so they can hone the skills of delivering these activities in a wide array of sport, fitness, and mental health settings. Prerequisite: EPSY 385 or EPSY 440; enrollment in the minor in Sport & Exercise Psychology or permission of the instructor.

**EPSY 460. Practicum in Sport and Exercise Psychology. 1-3 Credits.**

The course provides students opportunities to apply theory/research to practice in applied sport and exercise settings such as youth sport organizations, fitness centers, physical activity courses, hospital wellness programs, home-schooled students, senior facilities, etc. Students will have a university and site supervisor, who oversee their practicum experience. Prerequisite: EPSY 385 or EPSY 440. Must be a student in the Sport & Exercise Psychology Minor or receive permission of the instructor.

**EPSY 475. Undergraduate Research in Sport & Exercise Psychology. 3 Credits.**

The course provides opportunities for students to engage in an active research project under the supervision of a faculty member in EPSY. Students are allowed only one enrollment each semester, and a maximum of six hours can apply towards the bachelor's degree. Prerequisite: Successful completion of IRB training via the CITI training program in the KU eCompliance system. By Instructor permission only.

**EPSY 480. Promoting Student Social-Emotional Well-Being. 3 Credits.**

This course is designed for the student interested in learning and applying knowledge of educational psychology. More specifically, the goal is to help students understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas resulting in the ability to design and implement developmentally

appropriate, relevant, and rigorous learning experiences. In addition, students will learn how to create learning environments that support individual and collaborative learning that includes teacher and student use of technology, and encouraging positive social interaction, active engagement in learning, and self-motivation. An additional goal of the course will be to help students to learn to integrate social-emotional learning (SEL) with character development into their curriculum so that students will learn, practice and model essential personal life habits that contribute to academic, vocational, and personal success. The goal is to be able to sustain a caring and civil classroom environment, to help learners make healthy decisions, problem solve effectively, value excellence and be respectful and responsible citizens. Prerequisite: EPSY 305, or EPSY 306.

**EPSY 497. Independent Study. 1-2 Credits.**

Only one enrollment permitted each semester, a maximum of four hours will apply toward the bachelor's degree. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Recommendation of advisor and consent of instructor.

**EPSY 515. Research Methods for McNair Scholars. 3 Credits.**

This course provides participants in the McNair Scholars program with an understanding of research methods appropriate to their field so they can write proposals for their summer research projects. Prerequisite: Acceptance into the McNair Scholars Program.

**EPSY 520. Classroom Assessment. 2 Credits.**

This course is an introduction to the concepts and skills required to develop and evaluate various forms of formal and informal classroom assessments to determine student learning and teacher instructional effectiveness.

**EPSY 575. Internship Exploration. 1-5 Credits. AE61**

This course provides academic credit for a supervised practical experience in an occupational area of interest. In addition to the work-related activity, students will complete reading and writing assignments, participate in on-line discussion and create a final portfolio of internship accomplishments. Credit hours (1-5) are based on number of hours at internship site in agreement with instructor. Prerequisite: Secured internship of 8 hours per week or more for semester in which student will be enrolled in the course; permission from instructor.

**EPSY 580. Positive Psychology. 3 Credits.**

An introduction to the core assumptions and research findings associated with human strengths and positive emotions. Also an exploration of interventions and applications informed by positive psychology in counseling and psychotherapy, and its application to school, work, family and other close relationships. (Same as PSYC 598.) Prerequisite: PSYC 104 or consent of instructor.

**EPSY 598. Special Course: \_\_\_\_\_. 1-5 Credits. AE61**

A special course of study to meet current needs of education students--primarily for undergraduates.

**EPSY 705. Human Development through the Lifespan. 3 Credits.**

This graduate-level course is designed to provide an overview of important models, principles, and research findings related to the chronological sequence of cognitive, physical, social, and emotional development through eight major age periods: infancy and toddlerhood (the first two years), early childhood (two to six years), middle childhood (six to eleven years), adolescence, early adulthood, middle adulthood, late adulthood, and the end of life. This chronological organization allows you to explore and apply theories covering several age periods to each and to remember how different domains of development evolve simultaneously and impact one another throughout the lifespan. Prerequisite: A graduate or undergraduate course in psychology.

**EPSY 710. Introduction to Statistical Analysis. 3 Credits.**

Emphasis on the conceptual underpinnings of statistical analysis of educational data. Includes univariate and bivariate descriptive statistics, sampling distributions, statistical estimation, hypothesis testing and procedures in testing statistical hypothesis for one and two sample designs. Prerequisite: Concurrent enrollment in EPSY 711 required, or with the permission of instructor on the basis of knowledge of statistical packages presented in EPSY 711.

**EPSY 711. Lab for Introduction to Statistical Analysis. 1 Credits.**

Creation and manipulation of data sets. Analysis of data with statistical packages, with an emphasis on descriptive statistics, graphical procedures, and univariate parametric methods. Graded on a satisfactory/fail basis. Prerequisite: Concurrent enrollment in EPSY 710 or EPSY 811 or with the permission of the instructor.

**EPSY 715. Understanding Research in Education. 3 Credits.**

This course introduces the concepts and skills involved in understanding and analyzing research in education and related areas. The course provides an overview of basic, general knowledge of various research methodologies. Students should expect to study much of this material in greater depth through additional course work before being fully prepared to conduct independent research. However this course should enhance their ability to locate, read, comprehend, and critically analyze research articles and reports. Topics in the course include quantitative and qualitative methods and designs, historical and descriptive research, and program evaluation. (This course fulfills the requirement of a research methods course in the first 12 hours of graduate study.)

**EPSY 725. Educational Measurement. 3 Credits.**

The course is an introduction to the application of the concepts of reliability, validity, and practicality to the development, selection, use, and interpretation of tests and other measuring instruments in the field of education. The concepts of norm referenced and criterion referenced tests; the interpretation and use of norms; standard scores, percentiles, quotients, and grade equivalents are among the topics covered. An understanding of the role of measurement in evaluation, diagnosis, selection and placement is included.

**EPSY 740. Counseling and Interviewing Skills. 3 Credits.**

An experiential and performance based course having three major objectives: 1) the acquisition of basic counseling skills and strategies by means of microcounseling training; 2) learning to use these skills effectively and appropriately in a simulated counseling session; 3) the students' understanding of their personal characteristics and how these characteristics relate to functioning as an effective helping professional. This course should normally be taken at the earliest possible time in the student's program. Open to counseling majors. Non-majors may be admitted only by permission of the instructor, if space permits. Prerequisite: Permission of the instructor.

**EPSY 742. Counseling Theory and Techniques. 3 Credits.**

An introductory examination of several major theories of counseling and therapy including psychodynamic views, person-centered, behavioral, and cognitive-behavioral approaches. Attention given to research reviews and factors various theories have in common. Designed for graduate students in counseling psychology or allied fields. Prerequisite: Graduate student status or permission of the instructor.

**EPSY 760. Ethics, Law, and Professional Issues in School Psychology. 3 Credits.**

This course is intended to introduce the student to a) ethical principles, standards, and issues in the profession of psychology; b) legal issues involved in the practice of school psychology; c) problem-solving models to solve ethical and ethical-legal dilemmas; d) roles and functions

of a school psychologist; and e) current topics in the field of school psychology. Prerequisite: Permission of the instructor.

**EPSY 765. Mental Health in the Classroom. 3 Credits.**

This course will help educators identify commonly occurring mental health problems as well as the ways in which they can affect students' achievement, classroom behavior, and social adjustment. You will also learn how to make effective referrals to resources available for students with mental health issues in both the district and the community.

**EPSY 766. Positive Psychology in the Classroom. 3 Credits.**

Positive psychology is the study of what is right and positive about people and institutions. Positive psychologists call for an equal focus on strengths and weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with human strengths and positive emotions and then move on to explore interventions and applications informed by this perspective in schools, as well as in domains personally relevant to the lives of educators such as work, family, and other close relationships.

**EPSY 767. Social Emotional Learning. 3 Credits.**

This course is designed for the student interested in learning and applying knowledge of educational psychology. More specifically, the goal is to help students understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas resulting in the ability to design and implement developmentally appropriate, relevant, and rigorous learning experiences. In addition, students will learn how to create learning environments that support individual and collaborative learning while encouraging positive social interaction, active engagement in learning, and self-motivation. An additional goal of the course will be to help students to learn to integrate social-emotional learning (SEL) with character development into their curriculum.

**EPSY 770. Developmental Psychopathology: Diagnosis, Intervention, and Prevention. 3 Credits.**

Foundations of child and adolescent psychopathology from a developmental and educational perspective. Classification, assessment, and etiology of clinical disorders. Examination of risk and protective factors associated with these various disorders. Coverage of empirically-based intervention strategies and prevention programs. Graduate student standing.

**EPSY 797. Independent Readings and Research in: \_\_\_\_\_. 1-3 Credits.**

Opportunity for students to participate in supervised reading and research in special topics of interest (for which regularly scheduled courses are not given). Topics and credit are arranged by advisement: May not be used to substitute for regularly scheduled course offerings. Intended for students with appropriate undergraduate or graduate preparation but without extensive graduate course background in the area of proposed study. (Students with extensive graduate work should enroll in EPSY 997; undergraduate students may enroll in EPSY 497.) Graded on a satisfactory/unsatisfactory basis.

**EPSY 798. Special Course: \_\_\_\_\_. 1-5 Credits.**

A special course of study to meet current needs of education professionals--primarily for graduate students. Graded on a satisfactory/fail basis.

**EPSY 800. Development during Youth and Adulthood. 3 Credits.**

An examination from a life-span perspective of major issues affecting changes after adolescence. Topics include intelligence, identity, intimacy, the role of work, and moral concepts. Theoretical issues, research findings, and educational and social policy implications will be examined. Students will prepare papers on significant issues in the field and survey extensively the research and theoretical literature. Prerequisite: Prior enrollment in a course on naturalistic or experimental research methods.

**EPSY 802. Child Development. 3 Credits.**

This course covers core concepts and current research on environmental, individual, and interpersonal factors influencing development during childhood (birth - age 12). Topics covered include cognition, emotion, identity, and key social relationships (e.g., family, peers). Course emphasizes consideration of educational practices in the context of research on child development.

**EPSY 803. Using R for Data Analysis. 3 Credits.**

This course introduces R, the most popular free software environment for statistical computing, graphics, and data analysis. It will teach students about basic features of R, knowledge and skills of how to use R, interpret statistical results generated from R, and write methods and results in an academic and professional way. It will cover a variety of essential statistical procedures, including descriptive statistics, t-test, ANOVA, MANOVA, correlation, regression, reliability analysis, and factor analysis. The course will employ project-based teaching approach and allow students to work on research projects that they are interested in by using their own data or the data provided by the instructor. Prerequisite: EPSY 810 or EPSY 811 or equivalent course.

**EPSY 805. Cognitive Assessment. 4 Credits.**

This course includes supervised experience in the administration, scoring, and interpretation of the major individually administered cognitive assessment batteries for children and adolescents. This course also covers theoretical models of human cognitive abilities, basic psychometrics and statistics, test bias, ethical and legal issues in the use of cognitive assessments, research topics in human cognitive abilities, and best practices for use of cognitive assessments with diverse learners and in psychological evaluations. Prerequisite: Permission of instructor.

**EPSY 807. Theories and Research in Human Learning. 3 Credits.**

An overview of important models, principles and research findings related to the learning process. Attention is given to theories of learning and information processing which attempt to explain perceptual behavior, verbal learning and memory and social learning processes. Emphasis is placed on student development of research proposals in the area of human learning and achievement. Prerequisite: Permission of instructor.

**EPSY 808. Advanced Social Psychology: Theory, Research, and Professional Applications. 3 Credits.**

This course presents major theoretical approaches and empirical findings in social psychology, including attitude formation and change, social influence, and intergroup relations. Interactions among self, relationships, group membership, and culture and how each influences thinking and behavior are addressed. This course also explores how key social identities, such as gender and race, impact social process and relationships. Course emphasizes consideration of educational and clinical practices in the context of research on social psychology. Prerequisite: Graduate standing in an EPSY program or permission of instructor.

**EPSY 810. Regression and ANOVA: General Linear Models. 3 Credits.**

Analysis of variance and regression models are presented under a unified framework. Multiple correlation/regression techniques, including polynomials, analysis of interactions, ANOVA using dummy coding, planned and post hoc comparisons, multiway ANOVA, orthogonal and



non-orthogonal analysis of variance, analysis of covariance. Prerequisite: EPSY 710 or equivalent course.

**EPSY 812. Meta-Analysis. 3 Credits.**

Statistical methods to summarize results from multiple studies. Prerequisite: EPSY 811.

**EPSY 814. Nonparametric Statistics. 3 Credits.**

Methods of analysis for nominal and ranked data, multiway contingency table analysis. Prerequisite: EPSY 811.

**EPSY 816. Evaluating School Programs. 3 Credits.**

Methods and procedures for evaluating educational programs. Attention is given to the development and evaluation of goals and objectives, creation of designs to monitor processes and outcomes, utilization of test and measurement systems for assessing outcomes, establishing evaluation standards and criteria, and application of statistical analyses. Prerequisite: EPSY 710 or equivalent.

**EPSY 818. Social Development. 3 Credits.**

This course covers current research on environmental, individual, and interpersonal factors influencing social aspects of development, including the development of key social relationships (e.g., family, friends) across the lifespan, with a primary emphasis on childhood and adolescence. Topics covered include temperament and personality, self and identity, attachment, family relationships, peer relations, aggression, and prosocial behavior. Course emphasizes consideration of educational and clinical practices in the context of research on social development.

**EPSY 820. Research and Practice in College Teaching. 3 Credits.**

This course emphasizes the application of key concepts from the psychology of learning, including organization of knowledge, motivation, and metacognition, to college-level teaching practice. In this course, students will develop and evaluate course-level learning goals, evaluate instructional materials for their use of inclusive teaching practices, identify characteristics of effective assessments, and reflect on and evaluate their own teaching practices in relation to course concepts.

**EPSY 822. Educational Scales, Questionnaires, and Sampling. 3 Credits.**

Development, construction, validation and scaling of noncognitive instruments including questionnaires, surveys, checklists, rating scales and unobtrusive measures. The sampling methodology is emphasized. Item construction and analysis and the development of subscales are stressed. Prerequisite: EPSY 720 or EPSY 725 and EPSY 710.

**EPSY 825. Positive Psychotherapy and Strength-Based Counseling. 3 Credits.**

Positive psychologists call for an equal focus on strengths and weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with positive traits and emotions, then move on to explore interventions and applications informed by this perspective in counseling and psychotherapy. Each class will be organized as didactic presentation of core concepts, discussion of the assigned readings, and experiential learning activities. The tracking of the evolution of positive psychology is covered leading to its integration into the core change processes of integrated approaches to psychotherapy. The theories forming the foundation of the class include Broaden and Build, Hope Theory, the Complete State Model, and Self Determination. Multicultural perspectives on positive traits and change processes will provide an important context for the course.

**EPSY 830. Individual and Group Assessment. 3 Credits.**

A consideration of basic concepts pertaining to selection and interpretation of both standardized and non-standardized assessment procedures and devices with attention given to communicating assessment information within the context of the counseling relationship. Prerequisite: EPSY 725 or comparable undergraduate principles of measurement course.

**EPSY 835. Clinical Techniques in Academic Assessment and Intervention. 3 Credits.**

Students will learn techniques of formal and informal assessment of academic skills in school-aged students. In addition, students will learn consultation and intervention approaches and strategies for use with students who have academic delays. This course has a field-based practicum component. Prerequisite: Graduate student standing in the School Psychology program and permission of instructor.

**EPSY 836. Behavioral & Systems Neuroscience in Education. 3 Credits.**

This graduate-level course is designed to provide an overview of important models, principles and research findings related to behavioral and systems neuroscience in education. Attention is given to the basic structure of the nervous system, the fundamental units of the nervous system (the neuron and the synapse), the function of different components of the central nervous system, the sensory, motor, and memory systems, and the networking of these systems in perception, learning, and cognition. Also, attention is given to how the nervous system behaves with other brain structures that support fundamental mental abilities such as attention, cognitive control, emotion, language, memory, and social cognition. Finally, within these topics, attention is given to understanding how the nervous system works by studying the physiological basis of adaptive behaviors and maladaptive behaviors of the mind.

**EPSY 837. The Neuroscience of Motivation and Emotional Behaviors. 3 Credits.**

Using a neuroscience lens, this course focuses on integration of research and theory on motivation and emotion from across developmental, affective, cognitive, and social fields. Emotion and motivation are the core of human life and thought, without which we could not survive even in the most benign environments. This course examines how emotion and motivation innervate thought and behavior to enrich human experience and "bias" the decisions we make in everyday life, as well as how thought, behavior, and environment innervate emotion and motivation.

**EPSY 838. Neurodevelopment of Executive Function. 3 Credits.**

This graduate-level course explores the neurodevelopment of executive function (EF) across the lifespan, underscoring its vital role in daily life. The developmental trajectory of EF commences in infancy and typically shows improvements in effectiveness and efficiency during childhood, adolescence, and early adulthood. This EF progression often plateaus, followed by stasis, before experiencing a relative decline in later years. Nevertheless, executive function should not be viewed as a unitary construct; it encompasses distinct cognitive components, each displaying unique developmental patterns that are malleable throughout the lifespan. This course will explore the development, maintenance, and decline of executive function across the lifespan.

**EPSY 841. Center for Psychoeducational Services Practicum. 3 Credits.**

The primary purpose of this course is for students to develop individual counseling skills by working with clients in the Center for Psychoeducational Services. In this course you will implement a semi-structured positive psychology intervention with clients experiencing mood disorders and general psychological distress. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Enrollment in the CPSY MS program.

**EPSY 842. Counseling Practicum (Elementary, Secondary, Counseling Psychology). 3-6 Credits.**

This course is taken as one of the last courses in the master's degree counseling program. The primary purpose of the course is for the student to develop individual counseling skills while functioning in a counseling setting. In addition to individual skills, students are also encouraged to participate in group counseling and other counseling related activities within the particular counseling setting. Students enroll in practicum for the level most closely related to their professional goals, i.e., elementary, secondary, counseling psychology. Graded on a satisfactory/unsatisfactory basis. Prerequisite: EPSY 740, EPSY 742, EPSY 830, EPSY 880, EPSY 890 and EPSY 896 (Advanced Skills) and prior or concurrent enrollment in EPSY 840, EPSY 844, EPSY 846 and EPSY 875. For MS Terminal track, EPSY 845 and EPSY 956 enrollment must be prior or concurrent as well. Pre-enrollment with practicum coordinator. Students currently on academic probation will not be allowed to enroll in practicum.

**EPSY 844. Theory of Group Counseling. 3 Credits.**

Focuses on issues in group counseling. Topics covered are types of groups, theoretical orientation of groups, stages of group development, group leadership, selection of members, ethical issues, and effectiveness of groups. Prerequisite: Students must be admitted to the Program in Counseling Psychology. Nonmajors must have prior written consent of instructor.

**EPSY 845. Substance Abuse Counseling. 3 Credits.**

The aim of this course is to provide advanced training in the area of substance abuse and substance addictions counseling to graduate students in the helping professions. Topics covered include practical guidelines, specific intervention strategies, treatment principles, legal and ethical responsibilities, and issues within the field. Prerequisite: EPSY 740, EPSY 742.

**EPSY 846. Career Development. 3 Credits.**

Stresses the importance of career development in education, with an emphasis on developmental life planning. Course includes topics such as delivery systems, utility of career development theory, sexism and racism in career development and counseling, the effects of sex role socialization, nature of the world of work, evaluation of career information, use of career information in individual and group counseling, and the role of empirical research in career development theory and practice.

**EPSY 855. Psychoeducational Clinic I: Assessment, Consultation, and Intervention. 3 Credits.**

This is a practical course where students apply previous learning and gain experience in assessment and intervention with children, families, and school consultation. Team collaboration, peer review, and case conferences are essential elements of this course. Students work with clients in the on campus learning center under supervision. Topical seminars also are included throughout the semester. Prerequisite: Graduate student standing in the School Psychology program and permission of instructor.

**EPSY 860. Assessment of Behavior Problems and Personality. 3 Credits.**

The purpose of this course is to examine appropriate assessment techniques for the evaluation of behavior problems. Interview procedures, behavioral observation strategies, behavior rating scales and checklists, self-report inventories, and rational theoretical techniques will be introduced. The intent is to place these assessment approaches in their theoretical contexts and to discuss how they could be used by pupil personnel specialists to understand the problem behavior and plan interventions to enhance students' personal adjustment and achievement

in the classroom. Prerequisite: EPSY 770, graduate standing in the School of Psychology program, or permission of instructor.

**EPSY 865. Psychoeducational Clinic 2: Assessment, Consultation, and Intervention. 3 Credits.**

A continuation of School Psychology Clinic I where students will be performing the same activities at a higher level of autonomy and independence. Prerequisite: Graduate student standing in the School Psychology program, EPSY 855, and permission of instructor.

**EPSY 870. Quantitative Methods for Research in Educational Leadership and Policy Studies. 3 Credits.**

This course addresses the conceptual basis of statistical analysis with an emphasis on applied data analysis. The use of descriptive statistics, distributions, graphic displays, hypothesis testing, group comparison, and analyses of relationships among variables to explore research questions in education will be covered. This course is designed specifically for Ed.D. students in the School of Education. Students in other degree programs may not enroll. Prerequisite: This course is open only to Ed.D. students in the School of Education.

**EPSY 871. Crisis and Disaster Counseling. 3 Credits.**

This course provides advanced training in Crisis and Disaster Counseling to graduate students in the helping professions, providing students with the foundation, knowledge, and skills to effectively help those in crisis. Practical guidelines, specific intervention strategies, treatment principles, legal and ethical responsibilities, and self-care regarding crisis work will be discussed and integrated. Prerequisite: EPSY 740 and EPSY 742; or consent from instructor.

**EPSY 875. Understanding Cultural & Individual Differences in Professional Psychology. 3 Credits.**

Examines the role of culture in human behavior and its influence in counseling theories, practice, and research. The course will assist students develop multicultural awareness, understanding, and skills in working with people from diverse racial, social, cultural, and individual backgrounds. The course will provide opportunities for self examination of cultural assumptions/values in order to develop multicultural competence. Prerequisite: EPSY 742 or equivalent.

**EPSY 880. Ethical and Legal Issues in Psychology and Counseling. 3 Credits.**

An examination of legal, ethical, and professional standards and issues affecting the practice of professional psychology. Topics include legislative regulation of professional psychology, ethical standards and codes of conduct for psychology and related mental health professions, standards of professional practice, and issue of practice liability and risk management.

**EPSY 882. History and Systems of Psychology. 3 Credits.**

A historical survey of the evolution of concepts, theories, and systems of thought in psychology with an emphasis on their relationship to contemporary issues in psychological theory, research, and practice. Prerequisite: Graduate standing in EPSY or consent of the instructor.

**EPSY 888. Evidence Based Practice in Counseling Psychology. 3 Credits.**

This course is an introduction to the skills involved in a small number of Evidence Based Treatments, in the context of understanding their place in the pursuit of Evidence Based Practice. The course includes readings, videos, and discussion of the treatments, with a heavy experiential component of role plays and reviews on video through the Center for Psychoeducational Services. The emphasis is on developing initial skills in the selected treatments. Prerequisite: Graduate student in Counseling Psychology or permission of the instructor.

**EPSY 890. Diagnosis and Psychopathology. 3 Credits.**

An examination of psychological disorders from a counseling psychology perspective that emphasizes strengths. The course will cover the current version of the Diagnostic and Statistical Manual (DSM), as well as alternative taxonomies, exploring personality as it ranges from normal personality styles to personality disorders, and the full range of mental disorders. The emphasis is on identifying and assessing these phenomena and understanding behavioral and possible treatment implications. Prerequisite: Degree seeking status in Counseling Psychology or consent of instructor.

**EPSY 895. Field Experience in: \_\_\_\_\_. 1-5 Credits.**

Supervised and directed experiences in selected educational or mental health settings. The campus-based instructor will schedule regular observations of the field experience and conferences with the student. Written summaries and evaluations of the field experiences will be prepared independently by the student, a representative of the cooperating agency, and the campus-based instructor. Open only to advanced students. Field experience credit in any one semester may not exceed five hours, and total credit in this and additional field experience enrollments may not exceed eight hours. Graded on a satisfactory/fail basis. Prerequisite: EPSY 842 and consent of the practicum coordinator.

**EPSY 896. Seminar in: \_\_\_\_\_. 1-3 Credits.**

Prerequisite: Permission of instructor.

**EPSY 897. Independent Study. 1-4 Credits.**

Graded on a satisfactory/unsatisfactory basis. Prerequisite: Consent of advisor and instructor.

**EPSY 898. Master's Project. 1-4 Credits.**

Graded on a satisfactory progress/limited progress/no progress basis. Prerequisite: Prior or concurrent enrollment in EPSY 710, EPSY 715, or EPSY 790.

**EPSY 899. Master's Thesis. 1-6 Credits.**

Graded on a satisfactory progress/limited progress/no progress basis. Prerequisite: Prior or concurrent enrollment in EPSY 710.

**EPSY 901. Research Practicum in: \_\_\_\_\_. 1-3 Credits.**

This course is designed to give students experience in conducting research. It is expected that students will take this course for at least two consecutive semesters. (This course fulfills the requirement by the School of Education for a two semester, research practicum course.) Prerequisite: Doctoral student status in a program in the Department of Educational Psychology.

**EPSY 902. Research Methodology in Education. 3 Credits.**

An examination and study of the problems and procedures which relate to the validity of research methods. Emphasis will be placed on reading the current literature on research methodology. Students are required to develop a research proposal. Prerequisite: EPSY 811 and EPSY 720 or EPSY 725.

**EPSY 905. Fundamentals of Multivariate Modeling. 3 Credits.**

In this course, contemporary approaches to multivariate analysis using mixed-effects models estimated with maximum likelihood and Bayesian methods are presented. Classical topics in multivariate analysis including multivariate analysis of variance and exploratory factor analysis, are covered in the context of mixed-effects models, preparing students for subsequent courses and research that use such model-based methods. Topics include extensions of linear models (regression and analysis of variance) for non-normal data with link functions, introductory matrix algebra, missing data modeling techniques, models for repeated measures data, and path analysis models for multivariate regression evaluating both moderation and mediation effects. Prerequisite: EPSY 810 and experience with a statistical software package.

**EPSY 906. Latent Trait Measurement and Structural Equation Models. 3 Credits.**

Contemporary measurement theory and latent variable models for scale construction and evaluation, including confirmatory factor analysis, item response modeling, diagnostic classification models, and structural equation modeling. (Same as CLDP 948.) Prerequisite: EPSY 905 and instructor permission.

**EPSY 910. Practicum in School Psychology. 3 Credits.**

Supervised practice in the application of psychological theory to educational problems. Includes work useful with exceptional children as well as experiences in the application of such areas as mental hygiene and learning theory to problems involving the total school population. Prerequisite: Permission of advisor and instructor.

**EPSY 911. Advanced Practicum in School Psychology. 3 Credits.**

A continuation of EPSY 910 with special emphasis on remedial techniques associated with learning difficulties. Prerequisite: EPSY 910 and permission of advisor and instructor.

**EPSY 918. Seminar in Current Issues in Counseling Psychology. 1 Credits.**

An examination of selected current issues in counseling psychology. Prerequisite: Doctoral student status in a program in the Department of Educational Psychology.

**EPSY 921. Advanced Measurement Theory and Practice. 3 Credits.**

The course is designed to provide students with a comprehensive understanding of advanced topics in the field of educational measurement. Building on foundational knowledge in educational measurement, this course introduces advanced theory and practice for test development, validation, and advanced statistical techniques used in educational and psychological assessments. This course will also focus on advanced psychometric applications including measurement invariance, latent class analysis, and multilevel factor analysis. Prerequisite: EPSY 725 and EPSY 810 or equivalent.

**EPSY 922. Introduction to Item Response Theory. 3 Credits.**

Item Response Theory (IRT) is a powerful statistical framework used to analyze and improve the quality of assessments and tests in various fields, including education, psychology, and social sciences. This introductory course provides students with a comprehensive understanding of IRT principles, models, and applications. The course will begin with the basic concepts of IRT models connecting with the fundamentals of measurement and test theory. The course will also focus on IRT applications, including model estimation, model-data fit, linking/equating, and differential item functioning (DIF). Modern test construction strategies such as automated test assembly (ATA), computerized adaptive testing (CAT), and multistage testing (MST) will also be introduced. Prerequisite: EPSY 725 and EPSY 810 or equivalent.

**EPSY 923. Advanced Theory and Applications of Item Response Theory. 3 Credits.**

This course is designed to acquaint students with knowledge of advanced theory and applications in the field of item response theory (IRT). Topics to be covered include: advanced IRT models for dichotomous and polytomous, multidimensional, rater effects, and testlet-based item response data, estimation of parameters for these models and related software, and goodness of fit tests. The course will also focus on some advanced applications using these models, including test development, test score equating, differential item functioning, scoring and score reporting, Monte Carlo simulation studies, and innovative test designs. Prerequisite: EPSY 922 or equivalent course.

**EPSY 926. Hierarchical Linear Modeling. 3 Credits.**



This course provides students with an introductory background in the basic principles and applications of hierarchical linear modeling (HLM). The course will review both the conceptual issues and methodological issues in using hierarchical linear modeling by working step-by-step with real data sets. Prerequisite: EPSY 810 Regression Analysis (formerly EPSY 904).

**EPSY 930. Applied Longitudinal Analysis. 3 Credits.**

The goal of this course is to provide an overview of statistical methods appropriate for the analysis of longitudinal data. The course will focus on the analysis of "panel data", defined as data with relatively large number of units and relatively few time points. Panel analysis is often used to describe the trajectory of an outcome over time, and make better causal inferences. We will begin by situating panel analysis within contemporary theories of causal inference. We will then provide an overview of models that can be used to estimate different causal effects under various assumptions. The course will cover panel models from diverse traditions (e.g., structural equations and multilevel modelling), and will show how to estimate these models in practice. Prerequisite: EPSY 710 and EPSY 810.

**EPSY 939. Grant Writing for Social Scientists. 3 Credits.**

This course seeks to improve writing and research skills for social scientists (e.g., counseling psychologists, educational psychologists, school psychologists, and speech-language pathologists) within grant writing. Developing grant writing skills for social scientists is essential to acquiring competitive funding from government agencies and private foundations. It requires specific content knowledge, writing proficiency, strong research skills, creativity, and persistence. This course will provide students with the basic skills, principles, and techniques necessary to develop a competitive funding proposal.

**EPSY 945. Clinical Supervision and Consultation. 3 Credits.**

This course is designed to provide students with a knowledge foundation of clinical supervision and consultation theories and models, modes/formats of supervision, the supervisory/consulting relationship, legal and ethical considerations in the provision of supervision/consultation, and supervision research issues. Prerequisite: EPSY 948.

**EPSY 947. Specialist Research. 1-4 Credits.**

**EPSY 948. Advanced Practicum I. 3 Credits.**

Designed to be the initial advanced practicum for first year doctoral students. Attention is directed to development of a broad range of basic and advanced skills. Graded on a satisfactory/unsatisfactory basis. Prerequisite: EPSY 842 or equivalent.

**EPSY 949. Advanced Practicum II. 3 Credits.**

Intensive counseling practice, including group and individual supervision, that may be taken either through Counseling and Psychological Services or an approved site outside of the university. Focus is on the acquisition and demonstration of advanced counseling skills. Two consecutive semesters (Fall, Spring) of enrollment are required of doctoral students. Responsibility to the site is for a continuous nine months, with fall semester responsibilities ending on the first day of spring semester classes. A grade of incomplete will be granted at the end of the regular fall grading period, with the regular fall grade being granted after completion of fall semester responsibilities. Graded on a satisfactory/fail basis. Prerequisite: Satisfactory completion of EPSY 948 and prior or concurrent enrollment in EPSY 951.

**EPSY 951. Psychodiagnostic Assessment. 3 Credits.**

Survey of selected psychodiagnostic instruments currently in use and their administration, scoring, and interpretation. Emphasis will also be placed on the use of the clinical interview as an assessment tool, case conceptualization/diagnosis, and integrative report writing. Prerequisite:

Completion of EPSY 830 and degree-seeking status in Counseling Psychology or consent of instructor.

**EPSY 952. Advanced Counseling Theory and Research. 3 Credits.**

An advanced treatment of theory, research, and practice issues central to Counseling Psychology. Topics include theoretical and research paradigms in Counseling Psychology; the relationship of theory and research to practice; and evidence on factors influencing counseling processes and outcomes. Prerequisite: Counseling Psychology doctoral student status or consent of instructor.

**EPSY 954. Vocational Psychology. 3 Credits.**

A survey of the major career development theories in counseling psychology. Models and methods of career counseling will be reviewed and integrated from the different theoretical perspectives. The empirical support of each theory and needed research will be identified. The course will include presentation of theories of career development and their specific applicability in counseling. The career development of special groups (women, the culturally different, non-whites) will be studied as well as alternative methods of delivery in career development and counseling. Prerequisite: Completion of EPSY 846 or equivalent, and Ph.D. degree-seeking status in Counseling Psychology or consent of instructor.

**EPSY 955. Research Methods in Counseling Psychology. 3 Credits.**

This course is a foundational course in research methods and design in counseling psychology. The course covers (a) design type and threats to design validity, (b) the formulation of research problems, (c) research instrumentation/measures, (d) data analytic methods, (e) interpreting data, and (f) ethical issues, research integrity, and the responsible conduct of research. Prerequisite: EPSY 710 and EPSY 711 or equivalent. Doctoral student in Counseling Psychology or consent of instructor.

**EPSY 956. Theory of Couples and Family Counseling. 3 Credits.**

A survey of contemporary systems of couples and family counseling. Consideration of couple and family function/dysfunction, theoretical models of family interaction, models of counseling practice and methods, and research on couples and family counseling. Prerequisite: Degree-seeking status in Counseling Psychology or consent of instructor.

**EPSY 965. Foundations of Psychoeducational Consultation. 3 Credits.**

This is the first of a two semester sequence of courses on school-based consultation. The course is a combination lecture-laboratory experience that introduces the student to the literature, theory, and techniques of consultation. Prerequisite: Approval of instructor.

**EPSY 975. Therapeutic Intervention: Home and School. 3 Credits.**

The course includes a review of literature and theory as well as supervised practice. Therapeutic intervention is broadly conceived, including individual and group counseling, and parent and teacher consultation. The importance of the family-school relationship is stressed. Prerequisite: Permission of instructor and completion of course on counseling.

**EPSY 990. Internship in Counseling Psychology. 1 Credits.**

Three consecutive enrollments, covering a minimum of eleven months of experience in an approved counseling psychology field setting. Supervision and directed experiences coordinated by the student's adviser, the program training director, and internship setting supervisors. Required of all counseling psychology doctoral students. Prerequisite: Doctoral degree-seeking status in counseling psychology, completion of Ph.D. comprehensive examinations, and consent of counseling psychology faculty.

**EPSY 991. Ed.S. Internship. 1-2 Credits.**

This course has two components: 1) a supervised experience as a practicing school psychologist, and 2) a group supervision class emphasizing case presentations and other integrative practice elements. The student functions as a provisionally certified school psychologist. Prerequisite: Completion of Ed.S. degree.

**EPSY 992. Ph.D. Internship in School Psychology. 1-2 Credits.**

This is a one year, supervised experience in an approved setting. The structure and content of the experience follows guidelines of several professional organizations including The American Psychological Association and the National Association of School Psychologists. Prerequisite: Approval of School Psychology committee.

**EPSY 995. Field Experience in: \_\_\_\_\_. 1-5 Credits.**

Supervised and directed experiences in selected educational settings. The advisor will schedule regular observations of the field experience and conferences with the student. Written summaries and evaluations of the field experiences will be prepared independently by the student, a representative of the cooperating agency, and the advisor. Open only to advanced students. Field experience credit in any one semester may not exceed five hours, and total credit may not exceed eight hours.

**EPSY 996. College Teaching Experience in: \_\_\_\_\_. 1-5 Credits.**

To meet the college teaching experience requirement for doctoral programs, a student shall engage in a semester long, planned, instructional activity that shall include college classroom teaching under supervision. Planning shall be done with the advisor and/or member of the faculty who will supervise the experience. The activity shall be done under the supervision of a member of the University of Kansas faculty or by an individual or individuals designated by the candidate's committee.

**EPSY 997. Individual Study. 1-4 Credits.**

Graded on a satisfactory/fail basis. Prerequisite: Prior graduate course work in the area of study and consent of instructor.

**EPSY 999. Doctoral Dissertation. 1-15 Credits.**

Graded on a satisfactory progress/limited progress/no progress basis.