

Master of Science in Applied Psychology

Akamai University

Dr. Douglass Capogrossi

Revised: 10 February 2010



The principles of psychology, when applied effectively to other fields of endeavor, can greatly enhance the effectiveness of practitioners. This is especially true in the vital fields of mental health, business and economic development, environmental concerns, education and literacy, health and wellness, peace and diplomacy, and the human services, among a wide array of other fields of human endeavor.

By advancing our understanding of the human condition, we make a difference in how individuals, families, and communities, interact and work towards a common good. This is not a speculative research undertaking, but a real life search for practical applications and solutions, which have demonstrable results in our lives and the lives of our fellows across human culture.

Applied Psychology can address the special needs of the human family that have emerged in contemporary culture, as well as areas of time honored concern that are resurfacing in modern times. This program will present students with the findings of contemporary research, and the latest evolving theories, as well as examine the techniques which have proven most effective in making positive and enduring contributions to harmony and right action as appropriate to the contexts in which real life challenges are occurring. It is our pleasure to invite serious students to join us in this quest for human betterment.

Program Audience

The Applied Psychology Program is designed to serve the needs of professionals currently in, or wishing to enter, and benefit from the field of psychology through the following professions:

- Clinical psychologists in counseling centers, independent and group practice, hospitals and clinics
- Counseling psychologists in counseling centers, hospitals, and individual, family or group practices.
- Community psychologists, single-parent counselors, counselors of at-risk youth and families, domestic violence counselors, counselors of returning offenders
- Transpersonal psychologists and mind-body practitioners

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- Organizational psychologists and corporate training practitioners
- Social psychologists, developmental psychologists
- Spiritual psychologists, spiritual counselors, and pastoral counselors
- Rehabilitation counselors
- Employment, career and vocational counselors
- Mental health counselors
- Experimental or research psychologists, practitioners of contemporary research design, qualitative studies in psychology, and psychological theoreticians and researchers.
- Other counseling specialties include multicultural, or counseling the aged.

Entry Requirements

As prerequisites for acceptance to the Master's program, applicants should have completed the equivalent of a baccalaureate degree in an appropriate field of study and have several years of meaningful professional experience. Applicants are expected to be proficient in collegiate English language skills. Applicants are expected to have access to a computer, email and the Internet and other outside library resources for the full extent of their program.

Degree Requirements Master of Science in Applied Psychology

Students in the Master of Science in Applied Psychology will complete a minimum of 40 credits above the baccalaureate level including academic coursework, comprehensive examination and thesis project. Coursework requirements include the core elements of the academic major and a set of course modules comprising a major concentration. Master's students complete a comprehensive examination at the conclusion of their academic studies, prepare a formal thesis proposal, complete the thesis project, and prepare the manuscript for faculty review. Students also complete an oral review of thesis at the conclusion of the faculty's review of the manuscript.

[Core Elements of Academic Major \(Required: 18 credits minimum\)](#)

[Major Concentration \(Required: 9 credits minimum\)](#)

[Research Preparation \(Required: 3 credits minimum\)](#)

[Comprehensive Examination \(Required: 2 credits\)](#)

[Thesis Proposal \(Required: 2 credits\)](#)

[Thesis \(Required: 4 credits\)](#)

[Oral Review of Thesis \(Required: 2 credits\)](#)

Core Elements of the Academic Major (18 credits)

Participants complete core elements of study comprised 18 credits, as outlined below:

Required:

APP 501: Helping Skills and Relationships (3 credits)

APP 502: Perspectives for Understanding Diverse Cultures (3 credits)

APP 503: Developing and Facilitating Effective Interpersonal Relations (3 credits)

APP 504: Human Values, Ethics, and Professional Services (3 credits)

APP 505: Identifying, Implementing, and Assessing Social System Changes (3 credits)

APP 509: Practicum in Applied Psychology (3 credits)

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Major Concentration (9 credits)

Participants complete a major concentration comprised of nine credits of specialized studies selected from one the following fields of inquiry:

Human Service Studies

Study of Aging

Men's Studies and Fatherhood

Career Development

Human Sexuality

Community Psychology

Developmental Psychology

Health Psychology

Human Communications

Environmental Psychology

Requirements for Major Concentrations

Human Service Studies (Required 9 credits)

Students completing this concentration select from the following modules:

APP 511: Employee Relations, Customer Services, and Agency Client Services (3 credits)

APP 512: Assessment, Planning, and Implementation of Service Programs (3 credits)

APP 513: Organizational Training and Development (3 credits)

APP 514: Professional Coaching, Training, and Consultation (3 credits)

APP 515: Program Evaluation (3 credits)

Men's Studies and Fatherhood (Required 9 credits)

Students completing this concentration select from the following modules:

APP 521: Developmental Male Psychology (3 credits)

APP 522: Issues in Male Sexuality (3 credits)

APP 523: Models of Masculinity (3 credits)

APP 524: Marriage and Fatherhood (3 credits)

APP 525: Male Victimization (3 credits)

APP 526: Patriarchy (3 credits)

APP 527: Male Spirituality (3 credits)

Study of Aging (Required 9 credits)

Students completing this concentration select from the following modules:

APP 531: Psychology of Aging (3 credits)

APP 532: Psychology of Death and Dying (3 credits)

APP 533: Sexuality in Later Life (3 credits)

APP 534: Mental Health of the Elderly (3 credits)

APP 535: Chronic Changes in the Elderly (3 credits)

APP 536: Enhancing the Quality of Life for the Elderly (3 credits)

APP 537: Grief and Grief Counseling (3 credits)

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Human Sexuality (Required: 9 credits)

Students completing this concentration select from the following modules:

APP 541: Bio-Medical Foundations of Human Sexuality (3 credits)

APP 542: Culture and Sexuality (3 credits)

APP 543: Sex Therapy (3 credits)

APP 544: Human Sexual Development (3 credits)

APP 545: Sex Education (3 credits)

APP 546: Sexual Health (3 credits)

APP 547: Advanced Areas of Sexuality (3 credits)

APP 548: Ethical and Legal Issues in Sexuality (3 credits)

Career Development (Required: 9 credits)

Students completing this concentration select from the following modules:

APP 551: The Psychology of Work (3 credits)

APP 552: Career Services and Developmental Practices (3 credits)

APP 553: Career Interests, Aptitudes, Skills, and Performance (3 credits)

APP 554: Interviewing Techniques and Skills (3 credits)

APP 555: Human Resources Conflicts and Workplace Resolutions (3 credits)

APP 556: Training, Coaching, and Mentoring Strategies for Job Performance (3 credits)

APP 557: Psychological Approaches in Matching Career and Life Style (3 credits)

APP 558: Conflict Resolution: Bargaining, Mediation, and Arbitration (3 credits)

Community Psychology (Required: 9 credits)

Students completing this concentration select from the following modules:

APP 561: Foundations of Community Psychology (3 credits)

APP 562: Theories and Practices in Community Psychology (3 credits)

APP 563: Working with Health and Social Service Agencies (3 credits)

APP 564: Working with Community Schools and Education Programs (3 credits)

APP 565: Working with Law Enforcement, and Youth Agencies (3 credits)

APP 566: Working with Leaders, Non-Profits and Volunteer Programs (3 credits)

Developmental Psychology (Required: 9 credits)

Students completing this concentration select from the following modules:

APP 571: Models and Studies of Life Span Development (3 credits)

APP 572: Adolescence and Early Adulthood (3 credits)

APP 573: Psychology of Women (3 credits)

APP 574: Psychology of Men (3 credits)

APP 575: Interpersonal Relations, Intimacy, and Marriage (3 credits)

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Health Psychology (Required: 9 credits)

Students completing this concentration select from the following modules:

APP 576: Principles of Health Psychology (3 credits)

APP 577: Stress Management and Life Style Changes (3 credits)

APP 578: Personality and Behavioral Health (3 credits)

APP 579: Improving Mental, Emotional, and Social Health (3 credits)

Human Communications (Required: 9 credits)

Students completing this concentration select from the following modules:

APP 581: Perspectives for Understanding Diverse Cultures (3 credits)

APP 582: Developing Effective Communication in Relationships (3 credits)

APP 583: Communication in the Organization (3 credits)

APP 584: Nonverbal and Contextual Communication (3 credits)

APP 585: Persuasive Communication and the Mass Media (3 credits)

APP 586: Discourse Analysis (3 credits)

Environmental Psychology (required: 9 credits)

Students completing this concentration select from the following modules:

ECO 500: Psychological Elements of Global Citizenship (3 credit)

APP 591: Environmental Health and Protection (3 credits)

APP 592: Case Studies in Environmental Public Health (3 credits)

APP 593: Effective Environmental Stewardship (3 credits)

APP 594: Environmental Justice and Ethics (3 credits)

Research Preparation (Required: 3 credits minimum)

Master's students must pursue studies providing advanced research knowledge necessary for success in their final projects (thesis or major project in lieu of thesis). At least three semester credits of research preparation coursework is required and this might focus upon quantitative and qualitative methods or participatory action research techniques including subject selection, research design, and statistical analysis, as appropriate to each student's proposed project.

Through this requirement, students learn to effectively define applied problems or theoretical issues and articulate the rationale for the study. They should learn to present an effective scholarly review of the academic literature and implement quantitative, qualitative or participatory action methods for evaluating academic issues.

Required: Minimum of three credits selected from among the following:

RES 500: Survey of Research Methods (3 credits)

RES 502: Understanding Research Journal Articles (3 credits)

RES 504: Introductory Research Statistics (3 credits)

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RES 506: Advanced Research Statistics (3 credits)

RES 508: Qualitative Research (3 credits)

RES 510: Participatory Action Research (3 credits)

RES 512: Effective Data Analysis (3 credits)

RES 520: Social Science Research Methods (3 credits)

Comprehensive Examination (Required: 2 credits)

Once students have completed the coursework elements of their degree, they will be asked to schedule the Comprehensive Examination. The primary mentor and a faculty member representing the secondary academic area conduct both the written and oral components of the examination. The written portion is open book style with selected essay questions requiring creative responses that reach for the higher levels of cognition. Your answers are expected to draw from both the primary and secondary competencies of your program with proper referencing of the scholarly literature. The oral component of the examination is normally completed by telephone conference and is intended to allow detailed investigation of your written responses.

Required: EXM 880: Comprehensive Examination (Required: 2 credits)

Thesis Proposal (Required: 2 credits)

You are expected to prepare a formal proposal related to your concept for research under the direction of your primary faculty advisor and according to University expectations. At a minimum, your research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. Your research proposal should also include a brief manuscript outline that demonstrates how you will present in written form the various elements of the research project.

Required: RES 885: Thesis Proposal (Required: 2 credits)

Thesis Project (Required: 4 credits)

Following approval of your thesis proposal, you will begin your research project. Your thesis may take the form of a traditional research project or it may be a major scholarly project of the type appropriate to the discipline. Whichever approach to the thesis is chosen, the resulting project must demonstrate mastery of a body of knowledge in the major field of study, be your original work and represent a meaningful contribution to the betterment of the human condition or an improvement to the professional field.

Your thesis research may be conducted via quantitative, qualitative, or participatory action research. The body of your thesis manuscript, structured according to a set of approved manuscript guidelines, should exceed 75 double spaced, typewritten pages. If your thesis takes the form of a scholarly project, it must follow the guidelines provided by the University for such projects.

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Required: RES 890: Thesis Project (Required: 4 credits)

Oral Review of Thesis (Required: 2 credits)

Once you have prepared the thesis manuscript, you will be asked to schedule the formal review process. Your primary faculty advisor and a faculty member representing the secondary academic area will conduct both the formal physical review of the thesis manuscript and the oral review of thesis.

The physical review of the thesis manuscript usually takes the review committee four to six weeks. Each reviewer will prepare questions and commentary relative to your underlying review of the literature, the thesis methodology, the mechanics of your project, and your presentation of the findings, conclusions and recommendations.

The Oral Review of Thesis is conducted under the direction of your primary faculty advisor with the assistance of one qualified member of the faculty. The examination is carried out by telephone conference call and is designed to allow detailed investigation of your thesis. The faculty reviewers explore with you issues related to your thesis including methodology, review of literature and interpretation of the findings.

One outcome of the thesis review process is a set of final expectations directing you through the remaining tasks for completing the thesis manuscript. Once your final manuscript is approved, you will submit the formal document to an approved bindery and later ship the bound thesis to the University for permanent archival storage.

Required: EXM 895: Oral Review of Thesis (Required: 2 credits)

The Thesis Committee

Formation of Thesis Committee

Master's students have a Thesis Committee of two qualified graduate faculty appointed to oversee and govern the student's program structure, progress of studies, comprehensive examinations and thesis project

Responsibilities of Thesis Committee

The responsibilities of the Thesis Committee, under the leadership of the Committee Chair, are as follows:

- Directing the preparation and approval of the student's plan for study, clarifying the timeline for study and the assignment of faculty to provide instruction and to assist with the functions of the Thesis Committee.
- Providing direction regarding the student's foundational studies, core studies, specialization, and research preparation coursework.
- Providing leadership by integrating appropriate research preparation coursework or assignments within the plan for study, distributing the coursework to appropriate faculty for instruction and advisement.

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- Providing leadership for the written and oral components of the student's comprehensive final examination, in unity with the other Committee members
- Providing oversight, direction, and mentorship during the conduct of the student's research project and manuscript preparation, in unity with the other Committee members
- Providing leadership for the physical and oral reviews of the research manuscript, in unity with the other Committee members.
- Assist the student in making formal changes in the plan study and timeline for completion, by written addendum, as needed to assure effective progress throughout the program of study.
- Providing final approval for the student's Thesis and overall degree program and cooperate fully in building the appropriate archival records for the University of record.

Master's Committee Appointment Schedule

- The Committee Chair is appointed immediately following the Master's student's registration and continues in charge of the student's program until final completion is recorded at the school of record. While the secondary and tertiary members of the Thesis Committee are identified and confirmed at the onset of the program, and listed in the plan of study, they become active later, just prior to the activities for which they are asked to participate.
- In lieu of the Thesis Committee Chair being appointed at the onset of the program, when appropriate, a primary faculty advisor will be appointed, in lieu of the Thesis Committee Chair, to guide the development of the Master's student's plan for study. Under this situation, the Chair will be appointed later, one month prior to the commencing of the written component of the Comprehensive Examination and shall continue with governance of the student's program until final completion is recorded at the school of record.
- The Secondary Committee Member becomes active one month prior to the commencing the written component of the Comprehensive Examination and continues with the student's program until final completion is recorded at the school of record.

Building the Student's Plan for Study

Immediately following registration, Master's students begin work with their assigned Committee Chair in structuring their formal plan for study. The process determines and formalizes the elements of the student's Master's program and the timeline for completion. The plan for study includes the following essential elements:

- The designation of the degree major for the Study Plan
- The identification of the school contacts and contact information for the schools participating in the delivery of the Master's program.
- Identification of the required array of coursework for each element of the program.
- Identification of the secondary and tertiary members of the Thesis Committee.
- Appointment and notification of the course module instructors
- Acceptance of transfer courses for the student's program.
- The timeline for completion of the degree program.

These activities require active participation in program planning by the student and may take considerable time to complete the dialogue and exchange of information. Students are strongly

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advised to discuss in detail the elements in the plan for study including the coursework, the examinations, and elements of research including the manuscript guidelines.

Once all of the decisions have been made concerning the plan for study, the student and Committee Chair sign the formal document. Copies of the document are sent to the University headquarters for entry to the permanent student record. The plan for study is then distributed to the participating schools and becomes the document that determines effective progress toward the degree. When the expectations laid out in the plan for study have been successfully accomplished, the student is recommended for the degree by the Committee Chair. Students are alerted that the University can make no commitment to inclusion of course modules and assignment of instructors to a student program until after the plan for study has been fully processed and approved.

Course Module Descriptions

Core Elements of the Academic Major

APP 501: Helping Skills and Relationships (3 credits)

This course pulls together historical, philosophical, ethical, value-aided roots and approaches with current empirical realities of helping research cases and experiential learning from the field. A set of helping skills, strategies, and tactics presented and assessed in relation to the interests and goals of the student who will study, compare and contrast their uses in a variety of relationships and service settings.

APP 502: Perspectives for Understanding Diverse Cultures (3 credits)

Explores cultural similarities and differences affecting communication and intercultural relationships between individuals, groups and organizations. The course provides an in-depth study of human communication processes operating in selected areas (e.g., health, education, work, human services) of societies around the globe. Topics include variable aspects of leadership, education, community development, health and social service skills applicable to diverse cultures. An appreciation of cultural differences and the prospective cultural impact on student perspectives and styles are explored through practice exercises, selected readings, and applicable research findings.

APP 503: Developing and Facilitating Effective Interpersonal Relations (3 credits)

This course provides a comprehensive review of theory and research on interpersonal relationships. The general focus is on the role and dynamics of developing relationships and the maintenance of realistic, productive, interpersonal ones. Students study research findings applicable to relationship questions (e.g., gender, language, age, health, job), career plans, and service objectives. Selected readings, practice exercises, and student projects are encouraged.

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APP 504: Human Values, Ethics, and Professional Services (3 credits)

This course offers an overview of the historical context of ethics in human services and their applicability to human service providers today. Selected readings of national and global human rights standards, universal values, and helping ethics in self-learning activities included. Case examples, practice exercises, and role-playing scenarios are used to increase awareness and sensitize students to how ethics, values, and personal biases can play major roles in any helping person's private and public service position.

APP 505: Identifying, Implementing, and Assessing Social System Changes (3 credits)

The course focuses on applied research methods for identifying parameters of social organizations, assess system issues, use appropriate methods, and document problem areas which includes analysis, action proposals, interpretations, reports, and suggested alternatives to help communities understand needed system changes. Models of intervention focus on community participants and agencies, collaborative relationships with leaders, resources, and ongoing support entities.

APP 509: Practicum in Applied Psychology (3 credits)

Applied Psychology students investigate core aspects of the discipline within the professional environment through close contact with practitioners and real world situations. Students may pursue field study through a supervised practice, apprenticeship, professional practice, advanced field study or other external exploration under the direction of a qualified mentor and an approved field site sponsor. Students participate in the field study for a minimum of 150 contact hours. The field placement is expected to afford students appropriate practical hands on experience and in-depth knowledge of their professions. Students complete a daily journal and prepare a scholarly paper summarizing their findings for the field study.

Human Service Studies

APP 511: Employee Relations, Customer Services, and Agency Client Services (3 credits)

Students pursue an understanding of the needs and expectations of employees and customers and examine effective techniques for satisfying their goals and objectives. Topics include recruitment, hiring, on-the-job training, compensation systems, and employee-relations. Students learn the main factors of effective management, motivation and communication with staff and learn appropriate systems, methods and strategies used to carry out quality customer service.

APP 512: Assessment, Planning, and Implementation of Service Programs (3 credits)

This course studies assessment methods, planning strategies, and effective implementation of new services, evolving programs, work and support relationships. Model case studies and promising research designs and service findings are included.

APP 513: Organizational Training and Development (3 credits)

This course focuses on the theory, research, techniques, and implementation of instructional service training programs, intervention strategies, long-term behavioral and cultural changes in

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human resources and service organizations. Modal OD programs, applied research, training systems, program materials, and effective in-house examples included.

APP 514: Professional Coaching, Training, and Consultation (3 credits)

Students study coaching, training, and consultation models appropriate to their respective fields of service (e.g., individual, group, classroom, community organization). A focus on how people learn differently and change behavior in accordance to preferred learning styles and values assist the student through studies of learning styles, individualization of how and what clients learn by behavioral rehearsal, role-playing, visualization, and presentation techniques including motivational interviewing and social facilitation. Topics cover indirect interventions (e.g., consultation, advocacy, and program development). Different advantages of one-on-one coaching, group-training modules, and consultation at individual, group, organization and community levels are included.

APP 515: Program Evaluation (3 credits)

In this course the student studies data-based strategies for needs assessments, targeted planning, implementation, and program evaluation of objective, qualitative behavioral, relational, and pre-post activity-oriented, performance or behavioral change outcomes. Selected readings, evaluative materials and resources are assigned with practice exercises and student projects.

Men's Studies and Fatherhood

APP 521: Developmental Male Psychology (3 credits)

All humans are born with a biological identity and socialized into different roles and genders. How is male gender defined? How do we come to adopt ways of being male? This course examines these and other issues throughout the stages in a man's life. To succeed each phase, one must complete definable tasks. Incomplete tasks influence the developing male psyche as much as completed one. Other issues that can be explored are: 1) the validity of Robert Bly's "naive male," 2) the place of Jung's concepts of "Anima" and "Shadow," in male development, and 3) the issue of "father wounding." A journal should be kept of insights gained by the student while applying this knowledge to his own life. A major paper is required that shows the student's grasp of the major theories of developmental psychology.

APP 522: Issues in Male Sexuality (3 credits)

In this course one can explore a number of areas that affect and shape men's sexual experiences such as sex and marriage, the connection between sex and violence, sex crimes, the physical aspects of sex, sex therapy, homophobia, homosexuality, addictions, incest, male friendships, sexuality and spirituality, sexual dreams, the archetypes of phallos and lover, and the mother-son relationship. Students may write a paper on an area they select for deeper study.

APP 523: Models of Masculinity (3 credits)

There are many models of masculinity with machismo, the rugged individualist, among the oldest. This style of masculinity is still highly visible in North American society. Students might examine the historical and sociological roots of this male subculture and preoccupation. How is

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this image threatened by change and what will be the consequence of such change? Do cultural icons like John Wayne, Rambo, Dirty Harry and Indiana Jones offer models of heroism at the price of isolation? Their message and lifestyle often contain a deep and secret woundedness that drives them into suicidal risks, an emotionally transient lifestyle, and violence. What is the impact on men trying and succeeding or failing in following their idea of "hero?" Students may suggest other male models to explore.

APP 524: Marriage and Fatherhood (3 credits)

This course examines the many issues confronting men as fathers and spouses. Students can select an area for in-depth study such as the issue of disappearing fathers, father wound, new roles of fathers, divorce, blended families, custody, welfare reform, fathers and daughters or sons, fathers and their father or mother, and the impact of these on children.

APP 525: Male Victimization (3 credits)

This course will focus on the types of abuse faced by males as children, adolescents and adults. It will examine the role of gender in the cycle of abuse and include an overview of Post-traumatic stress disorder and its treatment, the affects of emotional, sexual and physical abuse. One can focus on the assessment and treatment research in the area of male victimization, or the psychological treatment of sexual perpetrators (including clergy), adult survivors of abuse and rape. One may also write an in-depth report on a visited treatment site.

APP 526: Patriarchy (3 credits)

Much that is said and written against men is rooted in a social system of male domination called patriarchy. Today we are leaning to differentiate patriarchy from masculinity, a non-hierarchical term free of the oppressive connotation of the former. Still, patriarchy is firmly in place in major institutions such as the church and politics. This course examines the history and development of patriarchy. How is patriarchy being challenged by men and women and who are its proponents. What models are likely to replace it and what will be the consequences? How do patriarchy and matriarchy compare? Students can examine this topic from a sociological or anthropological view.

APP 527: Male Spirituality (3 credits)

One may examine our Greco-Roman and Judeo-Christian heritage; the role of organized religion in men's lives; tension between predominant male leadership in organized religion and the larger participation by women; the need for new symbols and metaphors; the modern equivalent of the hero's journey; the impact of male spiritual organizations such as Promise Keepers; feminist theologies' challenge to patriarchal religion; addictions as spiritual alternatives; the connection between male sexuality and spirituality; the role of spirituality in healing male wounds and the influence of Native American spirituality on the Mythopoetic men's movement.

Study of Aging

APP 531: Psychology of Aging (3 credits)

This course is the study of the physical, emotional, and personality changes in the elderly, an

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examination of personality changes and adjustments common in the process of aging, and an exploration of the cognitive and emotional development as a function of aging. Topics also cover the challenges confronting society as a result of the lengthening of the human life span and the public and private policies that affect older people and their families.

APP 532: Psychology of Death and Dying (3 credits)

This course explores the many issues related to death and dying. Topics examine counseling techniques related to loss, separation, anxiety, aging, terminal illness, euthanasia, and bereavement. This course is also an exploration of the ideas, feelings and attributes of older persons about death and dying. Additional topics pursue an investigation of the stages of grieving among family members, and hospice concepts and practices.

APP 533: Sexuality in Later Life (3 credits)

This course explores the ability among older persons to have an active, satisfying sex life. Topics examine normal physical changes with aging, and the effects on sex life brought on by illness and disability, heart disease, diabetes, stroke, arthritis, hysterectomy, prostatectomy, medicine and alcohol use, and emotional problems.

APP 534: Mental Health of the Elderly (3 credits)

This course surveys the basic concepts of mental illness, mental health service delivery, and aspects of cognitive and emotional functioning of the elderly.

APP 535: Chronic Changes in the Elderly (3 credits)

Students explore the chronic changes that occur in the elderly, such as osteoporosis, incontinence, Parkinson's Disease, vision and hearing impairment, and stroke. Students will be involved with patient profiles, treatment and clinical care. Topics may also include Alzheimer's and other dementias, depression in the elderly. Topics may also include an examination of techniques to improve mental processes in the very old for more independent lives.

APP 536: Enhancing the Quality of Life for the Elderly (3 credits)

This course is an investigation of in-home health care and long term care options. Students will also explore issues of accident prevention instruction, and the products and services designed specifically for safety, comfort, and the special needs of the physically challenged.

APP 537: Grief and Grief Counseling (3 credits)

This course explores the issues of grief and the emotional sufferings related to personal loss. Students also examine the more effective methods of grief counseling and recovery program provision.

Human Sexuality

APP 541: Bio-medical Foundations of Human Sexuality (3 credits)

This course includes a technical look at the body and its sexual function and anatomy. Moreover, it includes sections on basic gynecology and urology for sexologists. Furthermore, a look at the

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anatomy and function of male and female genitalia, physiological etiology of sexual dysfunction: impact on functioning of medication, surgical techniques and human reproduction. Also, in the framework of Urology, sexual dysfunction's of the male, medical treatments and surgical interventions (surgical implants, hormone injections).

APP 542: Culture and Sexuality (3 credits)

This course presents an introduction to the rational and systematic investigation of sexual problems from Ancient Greece to the present time. Also, a look at the ways that sex is shaped by culture from tribal to industrial societies. Topics include, culture and biology, religion, sex and power and family structure, male and female menopause and puberty rites.

APP 543: Sex Therapy (3 credits)

This course presents a review of sex therapy techniques, how they were developed, the rationale for the use, implementation strategies, and assessment of effectiveness. Comparison among the different theoretical approaches will be stressed to allow the student to develop an eclectic approach. Role-playing techniques will be used to demonstrate the therapeutic approaches

APP 544: Human Sexual Development (3 credits)

This course presents the developmental stages of sexuality throughout the ages.

APP 545: Sex Education (3 credits)

This course examines sex education programs at varying educational levels. Topics include the design and implementation of curricula to teach children, adolescents and adults.

APP 546: Sexual Health (3 credits)

This course provides the foundation for the prevention and treatment of sexually transmitted diseases. Epidemiological programs and advanced intervention strategies. This course will be conducted in collaboration of medical members of the department of health.

APP 547: Advanced Areas of Sexuality (3 credits)

This course covers the areas of human sexuality not discussed in the introductory course 501, or only discussed briefly. The topics included in this course includes other range of sexual behaviors such as paraphilias, group sex, trans--sexualism, sex and disability, sexual crimes, sexual abuse and prevention and evolutionary perspectives in human sexuality, etc.

APP 548: Ethical and Legal issues in Sexuality (3 credits)

This course covers the ethical and moral dimensions of human sexuality. Moreover, religious, socio cultural and legal milieu in which human sexuality evolves through the ages. Although, in this course, emphasis is placed in the Judeo-Christian tradition and their influence in sexuality for the Western tradition, however, cross-cultural mores, legal cross-cultural systems ethical and values are also addressed.

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Career Development

APP 551: The Psychology of Work (3 credits)

This course examines work from a psychological perspective. The student studies links between work, social adjustment, and mental health. The fields of organizational, personal development, community, communications, health psychology, and human services are explored. The course reviews research methods and findings from diverse, global, and interdisciplinary studies that influence worker productivity, worker satisfaction, morale, and other stressful influences.

Students study selected in-depth psychosocial issues (e.g., harassment, discrimination, conflict, sexual abuse, violence, corruption, burnout) impacting health, social adjustment, and well being in the workplace.

APP 552: Career Services and Developmental Practices (3 credits)

This course surveys a range of career paths including vocational assessments, training, interviewing, human service, experiential, and networking activities. Students write timely, written reports on assigned readings, practice exercises, instructor feedback, and online resources.

APP 553: Career Interests, Aptitudes, Skills, and Performance (3 credits)

This course prepares the student to sharpen career goals through study and integration of the process of decision-making, self-analysis, and survey of career information and job skills.

Students increase their awareness of psychologically-informed human service jobs and prospective specialist career paths in accordance with their interests, values, experience, and service goals. Consequently, students learn how to help themselves and others prepare for a change or confirm a service goal.

APP 554: Interviewing Techniques and Skills (3 credits)

This course focuses on interviewing techniques and social behavioral skills that can be learned, practiced, and applied in a variety of vocational and human service settings. Topics may include communication skills and versatility in taking the roles of interviewer, interviewee, and observer. Sending and receiving information verbally and non-verbally, relevant to the interview's purpose, guides what and how information is exchanged (e.g., job interviews for a job, service delivery).

APP 555: Human Resources Conflicts and Workplace Resolutions (3 credits)

Participants study human conflicts and difficult employment situations. Students learn to use case study research, skill-building exercises, and communication to manage and prevent stressful issues affecting human resources productivity, morale, and delivery of services. Students learn how to conduct problem-solving interviews, document and manage conflicts, and conduct lawful, defensible investigations. Topics include allegations of wrongful dismissal, sexual harassment, failures to hire, promote, and retain employees because of race, gender, age, and health discrimination.

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APP 556: Training, Coaching, and Mentoring Strategies for Job Performance (3 credits)

This course reviews the behavioral performance research on training, coaching, and mentoring adults for performance enhancements, especially when assisting persons interested in a new job or searching for ways to improve performance and productivity in current employment or anticipated service positions. Topics include methods most effective for specific kinds of performance indicators, motivation issues, self-efficacy, resources, self-monitoring, and commitment to the task.

APP 557: Conflict Resolution: Bargaining, Mediation, and Arbitration (3 credits)

Students examine applied research on conflict resolution and ways to formally and informally resolve disputes. Three formal and more informal methods of handling disputes in the legal system and community are studied, and their advantages and disadvantages discussed. Topics on how to evaluate students' conflict-management styles and preferences are studied as part of conflict-resolution methods of choice. How to participate in the legal mediation process is included along with training, panel experience, and credentials for each respective bargaining, mediation, and arbitration role in human services. Students are encouraged to explore conflict-resolution methods for their potential use and applicability to their desired service roles and career development.

APP 558: Psychological Approaches in Matching Career and Life Style (3 credits)

This course uses a MAP Assessment System to explore client life style preferences and vocational indicators to match student profiles including education, skills, interests, aptitudes, motivational preferences and drives with self-assessment scales in order to compare and contrast them with persons already working in career development fields, human service jobs, and related career pathways. Objective and subjective methods are analyzed, interpreted, and discussed through assignments, selected readings, and student applications.

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Community Psychology

APP 561: Foundations of Community Psychology (3 credits)

This course reviews the recent history, unifying principles, and applied research on community-based interventions and participatory actions for change. Students analyze community needs from multiple perspectives and diverse social-ecological levels. Individual, relational, and collective citizen participation focused on empowerment, health, diversity, and wellness issues require assessments, programs, funding, proposals, applied research, and human resources.

APP 562: Theories and Practices in Community Psychology (3 credits)

In this course, students study promising data-based, applied strategies, tactics, and community implementations. Each student examines case studies, participates in project exercises, works on implementation issues, and starts to develop the necessary skills to be a community service provider. The goal is to address diverse, community needs and provide prevention, education,

APP 563: Working with Health and Social Service Agencies (3 credits)

Students in this course study applied community models of research, intervention, and health evaluation of family and child systems. Students participate in community psychology networks, online, database resources and complete assigned practice exercises. Students are encouraged to anticipate in family programs, health clinics, social service and United Fund agencies and other community entities as workers, volunteers, interns, and mentors.

APP 564: Working with Community Schools and Education Programs (3 credits)

Students in this course study applied community models of research, intervention, and educational evaluation of school systems and education agencies. Students participate in community psychology networks, online, data-based resources and complete assigned practice exercises. Students are encouraged to learn more about community-oriented education, diverse learning opportunities, and, where feasible, participate in struggling service programs with education, literacy, training, after-school, and employment service, or related public education.

APP 565: Working with Law Enforcement, and Youth Agencies (3 credits)

Students study applied community models of research, intervention, and evaluation of law enforcement, corrections, juvenile/child protection, and day-care services. Students access community psychology networks, online, data-based resources and complete assigned practice exercises. Students are encouraged to participate in law enforcement, Big Brothers, similar children and youth clubs, public recreation and diversion programs, social agencies, churches, and other community entities as workers, volunteers, interns, and mentors.

APP 566: Working with Leaders, Non-Profits and Volunteer Programs (3 credits)

Students study applied community models of research, intervention, and evaluation of power structures, leadership, private and non-profit organizations, leisure and recreation systems, organizing and empowering interest groups, the use of volunteers and media outlets. Students access community psychology networks, online, data-based resources and complete assigned practice exercises. Students are encouraged to participate in leadership training seminars,

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participate on local boards, committees, and volunteer groups, social organizations, church and other community entities, wherever offering learning by doing experience.

Developmental Psychology

APP 571: Models and Studies of Life Span Development (3 credits)

This course explores a range of research and theory relating to life span development from the neonate to adulthood. Special attention is paid to parenting children, socialization, accelerated child development, peer relations, social skills, and other timely topics and human service implications.

APP 572: Adolescence and Early Adulthood (3 credits)

This course reviews the history surrounding G. Stanley Hall's invention of the term, "adolescence." It explores what the concept means when youth have extended time to explore, act-out, experiment, and rebel against parents, conventions, and local norms of behavior to transition to and become older, mature, responsible, law-abiding, and adjusted young adults in local communities. Applied research, relevant programs, and innovative, human services included.

APP 573: Psychology of Women (3 credits)

This developmental course will focus on comparative research and explanations for perceived changes in women's personal and social identity, cognitive-emotional-social skills, and relationships across the life span. Study topics include the facilitation of women's awareness, strengths, and identification with valued role models, career objectives, and maximize their freedom to accept challenges, lead, and perform at high levels? How to assess women's needs and methods of skill-based training to achieve personal, family, health, career, and lifestyle goals are included.

APP 574: Psychology of Men (3 credits)

This developmental course will focus on comparative research and different perspectives on male identity (masculinity), role relationships, cognitive-emotional-social skills, and relationship patterns socialized into different roles, models, and genders. Study topics include how to develop men's flexibility, social efficacy, emotional intelligence, and role versatility rather than dominating skills. How to facilitate awareness, identification with valued choices, and the use of skills training? How to assess men's needs and methods of skill-based training to achieve personal, family, health, career, and lifestyle goals are included

APP 575: Interpersonal Relations, Intimacy, and Marriage (3 credits)

This course examines core issues that confront couples considering marriage, long-term relationships, and divorce including mutual interpersonal problem-solving, communication skills, desire and intimacy experiences including readiness for marriage, children, and raising children. Comparative research and case studies of marital relationships are used to assess interpersonal relations for longevity, interpersonal quality, perceived levels of complementary,

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contrasting, and competing male/female role relations, perceived satisfaction, intimacy, and self-fulfillment.

Health Psychology

APP 576: Principles of Health Psychology (3 credits)

This course examines the philosophy and principles underlying the need for understanding relationships between physical, psychological, social, and cultural effects on health and well being. Study topics address how people respond to medical information, consultations, treatment plans, and lifestyle changes. Students learn ways to prevent illness, reduce the progression of disease, educate and implement user-friendly health practices and wellness activities which may reintegrate and empower patients towards meaningful life pursuits.

APP 577: Stress Management and Life Style Changes (3 credits)

Students learn how to use tools to assess sources and kinds of stress affecting clients. They learn how different stressors impact the etiology and course of health issues and problems of living. Students develop skills to draft health plans for clients, interview clients, and freely discuss realistic targets for change. They help clients make decisions, participate in programs, monitor progress, reinforce and support proactive, client behavior (e.g., adherence to a medically-prescribed regime) and important lifestyle changes.

APP 578: Personality and Behavioral Health (3 credits)

The course examines the applied research on personality tests, inventories, and assessments of health beliefs, social adjustment, quality-of-life indicators and risk factors (e.g., smoking, diet, weight, alcohol, sleep) associated with stress-related diseases and organ/immune system dysfunction. Research tools and findings guide prevention activities, interventions, alternatives, community health programs, and wellness services.

APP 579: Improving Mental, Emotional, and Social Health (3 credits)

This course reviews the current theory and applied research on improving and maintaining the mental, emotional, and social health of individuals, groups, neighborhoods, and organizations in their host environments. Students learn how to assess social environments and indicators of health at different levels of analysis as well as cope with crises and instabilities in targeted areas of growth and/or with proposed behavioral-change activities.

Human Communications

APP 581: Perspectives for Understanding Diverse Cultures (3 credits)

Explores cultural similarities and differences affecting communication and intercultural relationships between individuals, groups and organizations. The course provides an in-depth study of human communication processes operating in selected areas (e.g., health, education, work, human services) of societies around the globe. Topics include variable aspects of leadership, education, community development, health and social service skills applicable to diverse cultures. An appreciation of cultural differences and the prospective cultural impact on

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student perspectives and styles are explored through practice exercises, selected readings, and applicable research findings.

APP 582: Developing Effective Communication in Relationships (3 credits)

This course provides a comprehensive review of theory and research on interpersonal relationships. The general focus is on the role and dynamics of developing relationships and the maintenance of realistic, productive, interpersonal ones. Students study research findings applicable to relationship questions (e.g., gender, language, age, health, job), career plans, and service objectives. Selected readings, practice exercises, and student projects are encouraged

APP 583: Communication in the Organization (3 credits)

This course examines communication systems and approaches to organizations. Students explore topics like participation, morale, team-building, innovation, the motivation to perform competently, and the pursuit of organizational programs and service excellence. How service organizations manage internal culture, conflicts, communications, coordinate, assess, monitor, deliver, and change priorities are included. Selected readings, exemplary communication studies of service organizations, and specific project activities are included.

APP 584: Nonverbal and Contextual Communication (3 credits)

This course explores multi-sensory behavior and communication codes in human interactions through paralanguage, space, time, body, artifacts, and defined cultural characteristics and social contexts. The course provides the student an opportunity to examine the pragmatics of nonverbal messages and coded behavior in career paths and service settings of interest. Selected readings, practice exercises, and applied project activities included.

APP 585: Persuasive Communication and the Mass Media (3 credits)

Students study significant phases, issues, and controversies in the development of mass communication outlets (e.g., press, radio, television, film, internet) and their apparent persuasive influences in society. The course explores contemporary media relationships with science, education, politics, economics, health, sports, and service entities for cultural awareness, diversity, and societal stability. Assigned readings, practice exercises, and written reports on timely topics included.

APP 586: Discourse Analysis (3 credits)

This course examines verbal and nonverbal aspects of communication, rules of communication, speech acts' conversational variables, specific verbal acts, sequences, and patterns in social interaction (e.g., marital, group, instructional, work, health, human service) settings. Research models and studies with discourse and content tools are examined for their role in finding out how to understand and interpret latent normative rules, social meanings, and cultural values. Topics include the suggested interplay of contextual meanings inferred by the structure, words, syntax, and meanings embedded within speech forms, interactive sequences, and contextual patterns of communication.

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Environmental Psychology

ECO 500: Psychological Elements of Global Citizenship: Art and Science of Thinking With Nature. (3 credits)

This short course is offered to students when required or suggested by their department, or by the student's personal choice during any period semester of enrollment or application. It may also be used as a student facilitator training internship once the student has completed the course.

Students discover how our excessive separation from nature stresses our sensuous inner nature and initiates our personal and global troubles. Students learn to reverse this destructive process by mastering thoughtful sensory nature reconnecting activities that dissolve stress by satisfying our deepest natural loves, wants, and spirit. This hands-on course teaches lasting leadership, education, counseling, and mental health skills that feelingly tap the "higher power" wisdom of Earth's creation process. The email and telephone contacts of the course empower students to let nature help them nurture warm interpersonal relationships, wellness, and responsibility on personal and global levels. Students relate the course methods and materials to their fields of interest in order to integrate these areas with the global ecosystem. They become familiar with the Natural Systems Thinking Process and improve their Globally Balanced Thinking Score.

APP 591: Environmental Health and Protection (3 credits)

This course focuses on the public health aspects of environmental research. Course assignments and readings will address public health protection and studies across a wide spectrum of environmental risks. The course assignments will emphasize a critical review of current research and theories in environmental public health from the work of John Snow to present. Course readings will be individualized to address specific research interests of the student. Students should have completed ELS562 or have permission from the instructor prior to enrolling in this course.

APP 592: Case Studies in Environmental Public Health (3 credits)

This short course will focus on a critical review and analysis of case studies in environmental public health. The student will be required to identify the area of investigation (instructor approval required) and will perform a comprehensive literature review and analysis on the issue. Students should have completed ELS562 and ELS564, or have permission from the instructor prior to enrolling in this course.

APP 593: Effective Environmental Stewardship (3 credits)

This course examines the interdisciplinary analysis and management of environmental issues from an ethical, social, aesthetic, political, economic, and ecological perspective. Course readings and assignments will examine the environmental impact of modern societal decisions from a variety of frames of reference. Topics will include environmental justice, eco-feminism, activism, religion, ecological sustainability, biodiversity, globalization, animal rights, and political considerations. Students will be asked to explore case studies and develop a project investigating environmental issues of local, regional, or global significance.

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APP 595: Environmental Justice and Ethics (4 credits)

This course provides a detailed examination of environmental ethics and issues related to resource use, social philosophy, and environmental justice. Course readings and assignments will address the nature of public resources, ethical conflicts of development, the rights of future generations, and issues related to environmental racism. Students will be asked to consider and construct essays on how the philosophical issues of environmental ethics impact real-world decisions in environmental science and resource management policy.

Research Preparation

RES 500: Survey of Research Methods (3 credits)

This course inspects the foundational techniques of scholarly research. Topics explore sources of scholarly research literature, proper methods for evaluating research reports, fundamentals of qualitative and quantitative research methods.

RES 502: Understanding Research Journal Articles (3 credits)

Students study effectiveness and problems in collecting, analyzing, and interpreting data from studies and investigate the applicability and generalization of findings and the proper manner of presenting the details of their own research studies. Topics investigate the rigor or various research methods, replicability, bias and validity issues, and the appropriateness of statements of findings and recommendations from research.

RES 504: Introductory Research Statistics (3 credits)

This course covers the basic statistical concepts, theory and methods in statistical research. Topics include variables, graphs, frequency distributions, measures of central tendency, measures of dispersion, probability theory, binomial, normal and Poisson distributions, statistical sampling theory, and statistical decision theory.

RES 506: Advanced Research Statistics (3 credits)

This course covers parametric and nonparametric hypothesis testing. Topics include sampling theory, Chi-square test, least squares regression, correlation theory, non-linear regression, analysis of variance, Student's t-test, and various methods in nonparametric analyses.

RES 508: Qualitative Research (3 credits)

This course provides detailed study of qualitative research methods. Topics survey historical and theoretical foundations of qualitative research, explore major qualitative research strategies, and build an understanding of the art and science of collecting, analyzing, and interpreting qualitative information. The course provides background on qualitative research, the politics and ethics of qualitative inquiry, and the major paradigms that inform and influence qualitative research.

RES 510: Participatory Action Research (3 credits)

This course provides the foundational principles of participatory action research. Topics survey theoretical foundations of action research, the methodology and applications of PAR in contemporary culture. Students assess the rigor and usefulness of participatory action research.

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RES 512: Effective Data Analysis (3 credits)

This course examines modern scientific data analysis including the elements of effectiveness in study design, data gathering, processing of statistics and interpretation of findings.

RES 520: Social Science Research Methods (3 credits)

This course examines essential issues in social science research. Topics include assessment of data gathering techniques using selected case studies from journal articles. Students learn to measure attitudes and performance, use tests in data gathering, contrast and compare uses of statistical and qualitative methods, and evaluate focus group research.