

Department of Psychology, Tennessee State University
Pre-requisite Course Evaluation Form
Counseling Psychology Doctoral Concentration
(2012-2013)

Pre-requisites for the doctoral concentration in Counseling Psychology serve several functions important to your future entry into the profession. In order to enable you to complete your training in the shortest period of time, courses typically included in a masters' programs in counseling/counseling psychology have been set as pre-requisites. In addition, many courses in your doctoral program expect you to know and bring into the course work your knowledge in these areas. Finally, licensure laws generally include these courses in their requirements for licensure.

Statistics (not research methods) – Equivalent Not Equivalent

Documents Reviewed: Course Description Course Syllabus Other:

Topics Covered:

- | | | | |
|---|--|--|--------------------------------------|
| <input type="checkbox"/> Descriptive Graphs | <input type="checkbox"/> Normal Distribution | <input type="checkbox"/> T-tests | <input type="checkbox"/> Multiple |
| <input type="checkbox"/> Measurement | <input type="checkbox"/> Hypothesis Testing | <input type="checkbox"/> Correlation | <input type="checkbox"/> Comparisons |
| Scales | <input type="checkbox"/> Probability Basics | Techniques | |
| <input type="checkbox"/> Central Tendency | <input type="checkbox"/> Chi-square | <input type="checkbox"/> Regression | |
| <input type="checkbox"/> Measures of | <input type="checkbox"/> Power | <input type="checkbox"/> One-way ANOVA | |
| Variability | <input type="checkbox"/> Z- tests | | |

Theories of Counseling – Equivalent Not Equivalent

Documents Reviewed: Course Description Course Syllabus Other:

Topics Covered:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Ethics | <input type="checkbox"/> Existential Theory | <input type="checkbox"/> Behavior Theory | <input type="checkbox"/> Family Systems |
| <input type="checkbox"/> Psychoanalytic | <input type="checkbox"/> Person-Centered | <input type="checkbox"/> Cognitive- | <input type="checkbox"/> Theory |
| Theory | <input type="checkbox"/> Gestalt Therapy | Behavior | <input type="checkbox"/> Feminist Therapy |
| <input type="checkbox"/> Adlerian Theory | <input type="checkbox"/> Reality Theory | | <input type="checkbox"/> Integrative Theory |

Theories of Personality – Equivalent Not Equivalent

Documents Reviewed: Course Description Course Syllabus Other:

Topics Covered:

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Biological bases | <input type="checkbox"/> Object Relations | <input type="checkbox"/> Self & Personality | <input type="checkbox"/> Needs/Motivation |
| of personality | <input type="checkbox"/> Attachment | <input type="checkbox"/> Culture, Gender, | <input type="checkbox"/> & Personality |
| <input type="checkbox"/> Psychoanalytic | <input type="checkbox"/> Phenomenological | & Personality | |
| <input type="checkbox"/> Psychodynamic | <input type="checkbox"/> Five-Factor Model | | |

Counseling Techniques – Equivalent Not Equivalent

Documents Reviewed: Course Description Course Syllabus Other:

Topics Covered:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Basic Concepts & | <input type="checkbox"/> Experiential | <input type="checkbox"/> Structural Family | <input type="checkbox"/> Brief Therapy |
| Methods | <input type="checkbox"/> Family Therapy | Therapy | <input type="checkbox"/> Options |
| <input type="checkbox"/> Bowen Family | <input type="checkbox"/> Psychoanalytic | <input type="checkbox"/> C.B.T. Family | <input type="checkbox"/> Narrative Therapy |
| Systems | Family | Therapy | <input type="checkbox"/> Integrative Models |
| | | | <input type="checkbox"/> Emerging Models |

Social Psychology – EquivalentDocuments Reviewed: Course Description **Not Equivalent** Course Syllabus Other:

Topics Covered:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Person & Situation | <input type="checkbox"/> Social Influence | <input type="checkbox"/> Pro-social Behavior | <input type="checkbox"/> Prejudice, Stereotyping |
| <input type="checkbox"/> Social Cognition | <input type="checkbox"/> Group Affiliation & Friendship | <input type="checkbox"/> Aggression | <input type="checkbox"/> Discrimination |
| <input type="checkbox"/> The Self | <input type="checkbox"/> Love & Romantic Relationships | | <input type="checkbox"/> Group Dynamics |
| <input type="checkbox"/> Attitudes & Persuasion | | | <input type="checkbox"/> Social Dilemmas |

Physiological Psychology- EquivalentDocuments Reviewed: Course Description **Not Equivalent** Course Syllabus Other:

Topics Covered:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Evolution, Genetics, & Exp. | <input type="checkbox"/> Conscious Awareness | <input type="checkbox"/> Biology of Motivation | <input type="checkbox"/> Disorders of Emotion |
| <input type="checkbox"/> Neural Conduction | <input type="checkbox"/> Attention | <input type="checkbox"/> Hunger | <input type="checkbox"/> Lateralization |
| <input type="checkbox"/> Synaptic Transmission | <input type="checkbox"/> Sensorimotor System | <input type="checkbox"/> Hormones and Sex | <input type="checkbox"/> Language |
| <input type="checkbox"/> Sensory System | <input type="checkbox"/> Nervous System Dev. | <input type="checkbox"/> Sleep and Dreaming | <input type="checkbox"/> Split Brain |
| <input type="checkbox"/> Motor System | <input type="checkbox"/> Neuroplasticity | <input type="checkbox"/> Drug Addiction | <input type="checkbox"/> Emotion, Stress, & Health |
| <input type="checkbox"/> Visual System | <input type="checkbox"/> Learning, Memory & Amnesia | <input type="checkbox"/> Disorders of Cognition | <input type="checkbox"/> Biopsychology of Psychiatric Disorders |
| <input type="checkbox"/> Perception | | | |

Career Counseling - EquivalentDocuments Reviewed: Course Description **Not Equivalent** Course Syllabus Other:

Topics Covered:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> History of Career Dev. | <input type="checkbox"/> Learning/Cog. Theories | <input type="checkbox"/> Career Interventions | <input type="checkbox"/> Career Counseling Ethics |
| <input type="checkbox"/> Trait-Factor Theories | <input type="checkbox"/> Diversity | <input type="checkbox"/> Designing Interventions | <input type="checkbox"/> Labor Market/Job Search |
| <input type="checkbox"/> Developmental Theories | <input type="checkbox"/> Career Assessments | <input type="checkbox"/> Program Planning | |
| | <input type="checkbox"/> Info./Technology | | |

Intelligence Testing – EquivalentDocuments Reviewed: Course Description **Not Equivalent** Course Syllabus Other:

Topics Covered:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> History of IQ testing | <input type="checkbox"/> Diverse Pop. & testing | <input type="checkbox"/> Assessment Admin. | <input type="checkbox"/> Admin./Scoring |
| <input type="checkbox"/> Theories of intelligence | <input type="checkbox"/> Environment setting | <input type="checkbox"/> Report writing | <input type="checkbox"/> Ethics/Standards |
| <input type="checkbox"/> Ethics/Standards | | <input type="checkbox"/> WISC/WAIS | <input type="checkbox"/> Other IQ assessments |
| | | <input type="checkbox"/> Stanford-Binet | |

Cognitive Affective Basis of Behavior – Equivalent Not Equivalent

Documents Reviewed: Course Description Course Syllabus Other:

Topics Covered:

- | | | | |
|---|---------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> History | <input type="checkbox"/> Methods | <input type="checkbox"/> Memory | <input type="checkbox"/> Language |
| <input type="checkbox"/> Cognitive Models | <input type="checkbox"/> Neuroscience | <input type="checkbox"/> Attention | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Modeling | <input type="checkbox"/> Vision | <input type="checkbox"/> Emotions | <input type="checkbox"/> Cognitive |
| <input type="checkbox"/> Cognition | <input type="checkbox"/> Neurobiology | <input type="checkbox"/> Plasticity | <input type="checkbox"/> Development |

History & Systems of Psychology – Equivalent Not Equivalent

Documents Reviewed: Course Description Course Syllabus Other:

Topics Covered:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Historical Background | <input type="checkbox"/> Black Psychologists | <input type="checkbox"/> 20 th Century Systems | <input type="checkbox"/> Psychoanalysis |
| <input type="checkbox"/> Women Psychologists | <input type="checkbox"/> Minority Psychologists | <input type="checkbox"/> Functionalism | <input type="checkbox"/> Behaviorism |
| | | <input type="checkbox"/> Gestalt Movement | <input type="checkbox"/> Humanism |
| | | | <input type="checkbox"/> Multiculturalism |

Psychometrics – Equivalent Not Equivalent

Documents Reviewed: Course Description Course Syllabus Other:

Topics Covered:

- | | | |
|---|--|---|
| <input type="checkbox"/> Origin/Logic of testing | <input type="checkbox"/> Validity in Testing | <input type="checkbox"/> Interest/Career Dev. |
| <input type="checkbox"/> Criteria for judging tests | <input type="checkbox"/> Construction Principles | <input type="checkbox"/> Diverse Populations |
| <input type="checkbox"/> Standardization in testing | <input type="checkbox"/> Personality | <input type="checkbox"/> Ethics/Standards |
| <input type="checkbox"/> Reliability in Testing | <input type="checkbox"/> Cognitive/IQ | <input type="checkbox"/> Interview/Report Writing |

Developmental Psychology – Equivalent Not Equivalent

Documents Reviewed: Course Description Course Syllabus Other:

Topics Covered:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Biological foundations | <input type="checkbox"/> Cognitive Development | <input type="checkbox"/> Language Development | <input type="checkbox"/> Moral Development |
| <input type="checkbox"/> Physical growth/dev. | <input type="checkbox"/> Development of intellect & cognition | <input type="checkbox"/> Emotional Dev. | <input type="checkbox"/> Gender Roles |
| | | <input type="checkbox"/> Social/Identity Dev. | <input type="checkbox"/> Family/Comm./ Cultural context |

Student Signature _____

Advisor Signature _____

Program Coordinator Signature _____