

## **GSAPP Fall 2018 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION**

**GSAPP IS NOT USING THE RUTGERS TELEPHONE REGISTRATION SYSTEM.**

### **Register On Line:**

Effective Sunday, 4/07/19 beginning 10pm, you may register online at: <https://sims.rutgers.edu/webreg/>. The student Login screen will appear. You have the option of either entering your RUID student number and 4-digit Personal Access Code, which is your birth month and day (MMDD) or your NETID and password.

## **GSAPP CLASSES BEGIN**

**Tuesday, September 3**

### **IMPORTANT DATES**

Go to the Registrar's website link for updates on deadline dates:

<http://nbregistrar.rutgers.edu/grad/index.htm>

Tuition refund policy: Students may receive a refund based on financial aid, loan credits or overpayments to their term bill. For students who have financial aid, their aid will be applied to the term bill to cover the semester tuition and fee charges after completion of all of the paperwork for the award package. If the financial aid award exceeds the balance due, students are entitled to receive a refund of the credit balance on their student account. Refunds are available to students after the add/drop period if there is a credit balance on the account due to disbursed financial aid. We encourage all students to sign up for direct deposit in order to receive refunds faster.

If the phrase "Financial Aid Offered" appears on the term bill, it means that the aid has not yet been disbursed or credited to the student account, and that the student should check with the [Office of Financial Aid](#) for information regarding missing documents or entrance interview requirements.

### **FEES:**

Tuition Fees are available at: <http://gsappweb.rutgers.edu/programs/school/tuition.php>

## **PAYMENT OF FEES**

*Terms bills are now electronic only.*

For Information on TA/GA appointments, contact our business manager, Usha Yerramilly at [usha.yerramilly@rutgers.edu](mailto:usha.yerramilly@rutgers.edu)

Term bill payments are accepted in the form of e-check, credit card (online only), personal check, or cash. Payments can be made online, through the mail, or in person at a campus Cashier's Office. Payments are not accepted via phone.

View our International Payments page to learn how to make payments from international banking institutions.

Please note that if you make a payment after your term bill due date, you will be assessed a late payment charge of \$125.

University departments and offices place "holds" on registration, diplomas, and transcripts for students with outstanding financial obligations (of one dollar or greater) with the university. Payments must be made on a timely basis for all services or transactions.

Financial holds will block a student's ability to register and will hold grades and transcripts unless payment in full is received.

## **FALL 2019 GSAPP COURSE DESCRIPTIONS**

All Courses Offered At GSAPP Unless Otherwise Stated.  
Courses marked with an “\*” asterisk are considered applications courses.

### **Series 820 - Professional Psychology Courses**

**18:820:504:01 #02948      THEORETICAL FOUNDATIONS OF INTERVENTION  
 COGNITIVE/BEHAVIORAL (2 crs) (first 10 weeks - Sch)  
 Murphy (T4:45 – 7:30pm)**

An introduction to the theoretical foundations of the cognitive behavioral paradigm for understanding human events. Cognitive behavioral concepts will be learned and applied to formulate case examples from the community, clinic, schools, businesses, and the students' own lives.

**18:820:506:01 #08795      SOCIAL DEVELOPMENTAL FOUNDATIONS OF HUMAN BEHAVIOR  
 (3 crs) TBD**

This course is designed to provide students with an integrated overview of the social and developmental foundations of human behavior. It is difficult to understand any human behavior - either typical or atypical -- without employing a developmental perspective. Likewise, human behavior is largely influenced by social factors and processes. These influences on human behavior wane and wax over a period of time, with time defined variously (i.e., historically, chronologically, biologically, and/or other experience-related time scales). Furthermore, these influences are not uniform across subgroups and across different contexts. To pull together these various issues, a lifespan systems perspective will be utilized to examine contemporary, as well as classic, issues in social and developmental psychology.

**18:820:507:01 #10539      LEARNING THEORY & COGNITIVE BEHAVIORAL FOUNDATIONS  
 Economou (T9:00-11:45am)**

The goal of this course will be to introduce students to cognitive-behavioral and learning theories, concepts, principles, and strategies, especially as they apply to psychotherapy. Students will become familiarized with several theories, techniques, and strategies that form the basis of most CBT approaches. In addition, they will learn to generate, from a learning theory perspective and a cognitive theory perspective, explanations of (case formulations of) (case conceptualizations of) (interpretations of) human events, through modeling, rehearsal, and shaping. Finally, case conceptualization skills from a CBT standpoint will be emphasized.

**18:820:509                      ANALYTIC/FOUNDATIONS (3 crs)**

**:01 #10538      Skean (M1:45-4:30pm)  
 :02 #10549      Hersey (M1:45-4:30pm)**

The model of human functioning offered by psychoanalytic theory and research, with a focus on understanding the person in the context of the life history; topics include psychic structures, dreams, psychopathology, ego psychology, object relations, assessment, classical and contemporary relational therapies; integration of theory and application with examples from everyday life and clinical practice.

**18:820:531:01 #01351      CLINICAL INTERVIEWING & ASSESSMENT (3 crs)  
 Cain (W1:45-4:30pm) (clinical students)**

Preparation for clinical work through experiential training. Demonstration and practice of basic helping skills and strategies for facilitating communication and change, with exploration and

feedback on one's helping style. This course provides the basic orientation to the role of the practicing psychologist.

**18:820:550:01 #06588 HISTORY AND SYSTEMS (3 crs)**  
**Sass (T9:00-11:45am)**

**For Clinical Students only**

Compares the different metatheoretical paradigms in psychology. Considers historical and epistemological roots of the different images of the person underlying contemporary approaches to the study of personality, psychopathology, and psychological assessment and treatment. Focuses on the value frameworks within which these perspectives operate, and develops ability to examine critically these different approaches. Paradigms covered include: positivism and associated philosophy-of-science models, pragmatism, psychoanalysis, hermeneutics, and existential, humanistic, and phenomenological approaches.

**18:820:565:** **ADULT PSYCHOPATHOLOGY (3 crs)**  
**:01 #03422 TBD (TBD) (clinical students)**  
**:02 #03423 TBD ((TBD) (school students)**

**(Students may be assigned to a section to attain balanced numbers in each section.)**

Introduction to adult descriptive and experimental psychopathology – its history, its practice, important findings, and its likely role in the student's professional future. Sources of teaching material may include: interactive group exercises and roleplays, website-based resources, field laboratories, as well as lectures, readings, videotapes, and student papers.

**18:820:570:01 #10362 PSYCH INTERVENTIONS WITH ETHNIC MINORITY CLIENTS (3 crs) \*Fulfills "Diversity Requirement"**  
**Boyd-Franklin (W (1:45 – 4:30pm)**

**(This course is by preliminary registration ONLY)**

**Prerequisite: At least second year GSAPP student**

Evaluation of the literature and research findings concerning the psychological experience of African-American, Hispanic, Asian populations with an emphasis on a sociocultural and ecological perspective. Implications of these findings discussed in terms of their impact on assessment, intervention, research and training in the cross-cultural context. The need for alternative strategies in the delivery of psychological services to minorities will be addressed. Both semesters (Fall & Spring) will include both didactic & experiential group process format.

**18:820:575:01 #12681 DIVERSITY AND RACIAL IDENTITY (3 crs)**  
**\*Fulfills "Diversity Requirement"**  
**Kelly (M1:45 – 4:30pm)**

**Prerequisite: At least second year GSAPP student**

Using an empirically and theoretically based seminar format with both didactic and discussion components, provides knowledge of important advances in racial, ethnic, and diversity issues. Teaches about the history, experiences, and backgrounds of African-Americans, Asian, and Latino populations likely to be encountered in one's practice. Examines how diverse factors such as one's sexuality, gender, religion, socioeconomic status, and tendency to stereotype pertain to human functioning. Students learn to alter and improve consideration of what is healthy or abnormal, while acquiring a broader repertoire of effective practices with diverse populations in the areas of intervention, assessment, research, and training as well as cross-cultural societal and organizational contexts. Course meets diversity requirement and may facilitate preparation for dissertation and/or comprehensive exams.



<b>18:820:694:01 #13016</b>	<b>ADV. PROF PRAC/EXSHP Segal (6 crs) (For school students only)</b>
<b>18:820:695:01 #10696</b>	<b>PRACTICUM (.05 crs) Hoyos-Nervi (Clinical Students)</b>
<b>18:820:696:01 #13015</b>	<b>PRACTICUM (.05 crs) Segal For 4<sup>th</sup> year School Students</b>
<b>18:820:697:01 #13014</b>	<b>PRACTICUM (.05 crs) Segal For 4<sup>th</sup> year School Students</b>
<b><u>18:820:701</u></b>	<b>DISSERTATION IN PROFESSIONAL PSYCHOLOGY (3 crs)</b>

Students must register with a particular faculty advisor. Required of all Psy.D. students actively involved in preparation, literature research, data collection, and writing of a doctoral project.

<b>B1 #01923</b>	Boyd-Franklin
<b>C2 #04735</b>	Chu
<b>C3 #09420</b>	Cleary
<b>C4 #13530</b>	Connelly
<b>C5 #21727</b>	Conway
<b>E1 #01356</b>	Elias
<b>F1 #01357</b>	Fagley
<b>F2 #01358</b>	Fishman
<b>F3 #04921</b>	Forman
<b>F4 #10502</b>	Fiske-Massey
<b>G1 #01359</b>	Gregory
<b>G2 #14944</b>	Glover
<b>I1 #04939</b>	Indart
<b>K1 #03527</b>	Kelly
<b>K2 #07051</b>	Kettler
<b>L2 #12855</b>	LaRue
<b>M2 #01360</b>	Messer
<b>M4 #14879</b>	T. Morgan
<b>R1 #06590</b>	Reddy
<b>R2 #07729</b>	Rizvi
<b>S1 #01361</b>	Sass
<b>S2 #01362</b>	Schneider
<b>S4 #09559</b>	E. Shernoff
<b>S5 #11700</b>	Riggs-Skean
<b>W1 #02143</b>	Walkup
<b>W2 #01363</b>	Wilson

<b><u>18:820:703:01</u> *</b>	<b>DISSERTATION IN PROFESSIONAL PSYCHOLOGY (1 cr-permission only – <i>Only allowed one time</i>)</b>
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To be used if student will graduate in October, and expects to complete the dissertation defense successfully between September 1st and September 15th. See registration policies in Blue Book.

**\*Contact Student Services Coordinator for Index #**

<b><u>18:820:800:01</u> *</b>	<b>MATRICULATION CONTINUED (0 cr)</b>
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For students who will have completed all course work and the dissertation defense by Sept. 1.  
Also may be used if a student has a written official Leave of Absence granted by the Department Chair. \***Contact Student Services Coordinator for Index #.**

- 18:820:811:01 # GRADUATE FELLOWSHIP (BA - 0cr)**
- 18:820:866:01 # GRADUATE ASSISTANTSHIP (BA)**  
To register, students must be appointed by the University  
( PT-3 crs, FT-6crs)
- 18:820:877:01 # TEACHING ASSISTANTSHIP (BA)**  
To register, students must be appointed by the University  
( PT-3 crs, FT-6crs)

### **Series 821 - Clinical Psychology Courses**

- 18:821:535:01 #15788 PSYCHOANALYTIC THEORIES OF PERSONALITY AND PSYCHOPATHOLOGY (3 crs)**  
Cain (Q9:00-11:45am)

**Prerequisites: Foundations of Intervention ( for all students.) Psychodynamic Interview (for Clinical students.) School Psychology students without the Psychodynamic Interview course may be welcome with the permission of the instructor.**

A comparative study of the major psychoanalytic understandings of personality and psychopathology. Readings will address the contributions of Freud and ego psychology, Sullivan contemporary relational psychoanalysis. Readings, class discussion, and presentations will also address special topics like trauma, attachment, and neuroscience. While this is a theoretical course, clinical material may be presented by students or instructor to illustrate concepts.

- 18:821:543:01 #10697 GEN GSAPP CLINIC PRACTICUM**  
A. Quinn (0.5 crs)

Learn experientially how to function as a member of the professional outpatient staff in the GSAPP Psychological Clinic, with weekly supervision by licensed psychologists: a) provide therapy and assessment services (according to your training goals) to clients with adult, child, marital and family problems, b) meet with assigned supervisors weekly, one hour for each client session, c) collect fees, d) submit required clinical records. Register **every semester** in which new or on-going clients will be seen through the Psychological Clinic, either for assessment or therapy.

- 18:821:555:01 #20271 CBT: ESSENTIAL SKILLS FOR TREATMENT OF ANXIETY DEPRESSION, AND ANXIETY DISORDER (3 crs)**  
CHU (W9:00-11:45am)

*Prerequisite: 18:820:504 or instructor's approval.*

This course focuses on the clinical application of cognitive and behavioral principles and interventions in the context of treating adults with anxiety and depression disorders. Assessments and interventions will be those that have received significant support in the empirical literature and will include traditional cognitive and behavioral interventions and a brief introduction to third-wave approaches (e.g., Acceptance and Commitment Therapy). Students learn the value of conducting evidence-based assessment and in conducting ongoing progress monitoring; they will generate a cognitive-behavioral case conceptualizations and treatment plans; and they will learn

to implement specific cognitive and behavioral strategies, using principles-based and manual-based approaches. Students will have a variety of opportunities to gain experiential practice that may include treating a case in conjunction with the class, receiving consultation on a current case the student is treating, or completing other practice-oriented assignments. The emphasis for experiential practice will be on implementing cognitive-behavioral strategies and implementing outcomes and psychotherapy process assessment in clinical cases. Topics will focus primarily on adult anxiety and depression.

**18:821:568:01 #13601 EATING & WEIGHT DISORDERS (3 crs)**  
**Wilson (W9:00-11:45am)**

The course provides an overview of the epidemiology, causes and treatment of obesity and eating disorders. The focus is on the interplay among biological, psychological, and cultural factors of the development and maintenance of these disorders. The course is open to students from doctoral programs in Psychology and Nutrition.

**18:821:601:01 \* INDEPENDENT STUDY IN CLINICAL PSYCHOLOGY (3 crs)**

Prior to registration, students should consult faculty members to determine arrangements. Students will be required to submit papers based on their studies. Faculty member must sign-off on gold-colored "Independent Study" form available from and returned to Sylvia Krieger.

**\*See Student Services Coordinator for Index Number**

**18:821:608:01 #07695 CLINICAL RESEARCH AND TREATMENT FOR YOUTH ANXIETY AND DEPRESSION (3 crs)**  
**Chu (W4:45-7:30)**

**Prerequisite: Student must be selected by instructor to take this course.**

This clinical applications course will provide didactic and experiential training in state-of-the-art diagnostic, assessment, and treatment procedures for youth anxiety and mood disorders (ages 8 – 15). Students will become competent in the administration of common structured diagnostic interviews (e.g. KSADS, KID-SCID) and objective measurement (e.g., Child Depression Inventory, Multidimensional Anxiety Scale for Children, Child Behavior Checklist). Students will develop a knowledge base of theoretical and empirical research on the phenomenology, assessment, and treatment of internalizing disorders in youth, focusing on evidence-based protocols. Students will receive didactic and experiential training in multiple manual-based treatments that have received empirical support for their outcomes and conduct therapy with at least two clinical cases seeking treatment through the Youth Anxiety and Depression Clinic (YAD-C). All students will be participating in a clinical research setting, recruiting research participants, collecting data, administering assessments, and providing treatment. This will provide a model for how research can be completed within a service setting. **Students must receive permission from the instructor prior to enrolling for or attending this course.**

**18:821:610:01 #21510 ADV STUDIES CLIN PSY/HEALTH PSYCHOLOGY (3 crs)**  
**Riley (W9:00-11:45am)**

This course is designed to introduce students to the field of health psychology, including an overview of psychology & health, stress, coping, health promotion, substance use, health disparities, weight management and nutrition, positive psychology/spirituality/meaning, pain, chronic illness and complementary and integrative medicine, health services and adherence, heart disease and stroke, cancer, HIV/AIDS, and the future of health psychology. There is a focus on applications to clinical practice, including individual, group, and community-level interventions, working related clinical systems, and dissemination & implementation science.

**18:821:615:01 #09870 FAMILY THERAPY (3 crs)**

**Boyd-Franklin (M1:45-4:30pm) year-long course**

**Prerequisite 1: Advanced Standing**

**Prerequisite 2: Previous counseling/therapy experience and course work required.**

**Both semesters required.** Family systems theory as a new paradigm for conceptualizing human dilemmas; the major theoreticians and schools in the family therapy field; core concepts and their relevance for clinical application; phases of psychotherapy with a family, basic interventions, implementation of change, and the main attitudes of a family therapist exemplified through a variety of clinical experiences; formulation of a psychosocial assessment of a family as well as the therapist's use of self within the "therapeutic system."

**18:821:624:01 #03125      THEORY AND PRACTICE OF COGNITIVE BEHAVIOR THERAPY II  
(3 crs each semester) year-long course continued from Spring  
Wilson (T1:45-4:30)**

**Prerequisite: This is designed as a year long course starting in Spring and continuing in Fall semester, (only students who took the Spring segment may register for Fall).  
\*\*Required of Clinical PhD students.**

Analysis of the theoretical and clinical foundations of cognitive behavior theory; clinical practice of CBT with adult disorders.

**18:821:639:01 #01371      SHORT-TERM PSYCHODYNAMIC THERAPY (3 crs)  
Skean (W1:45-4:30pm)**

**Limited to 8 students**

**Prerequisite: A previous course in psychoanalytic theory or therapy and/or supervised experience in psychodynamic therapy.**

Psychodynamic understanding and technique as applied to the short-term treatment (10-35 sessions) of selected clients; first semester emphasizes current models of practice based on either drive/structural, relational, cognitive/dynamic, or integrative concepts; theory and application demonstrated through use of videotapes; discussion topics in the second semester include psychotherapy integration, transference and resistance, curative factors, research approaches, gender and sociocultural factors, and values and visions in psychotherapy. Therapy case with supervision required.

**18:821:643:01 #01926      ADVANCED ANALYTIC GROUP SUPERVISION (1 cr)  
McWilliams (M4:35-5:50pm)**

**Limited to 10 students**

**Prerequisite: Permission of instructor.**

Students present ongoing cases to each other and discuss issues of diagnosis, transference and countertransference, resistance, enactment, working through, and termination. Instructor permission required. There is a waiting list for this course; once admitted, a student may stay as many semesters as desired.

**18:821:647:01 #09414      ADVANCED COUPLES THERAPY SUPERVISION (BA)  
Skean (F10:00-12:00)**

**Prerequisite: Permission of instructor, with preference being given to students who have taken Behavioral Couples Therapy or Family Therapy or have previous experience in couple's therapy.**

This course is for those with special interest in couple's therapy. It includes training for and supervision of couple's therapy provided in the GSAPP clinic. Its primary focus will be upon



Emotionally-Focused Couples Therapy, Susan Johnson's empirically-supported model, though contributions of other models will be discussed as well. Training modalities will include didactic training, viewing of training tapes, review of students' videotaped cases, and role playing of couple/therapist interactions.

**18:821:651:01 #05344      PRACTICUM IN CLINICAL PSYCHOLOGY I (3 crs)**  
**Quinn**

Second-year students in the **clinical Ph.D.** program see clients in the program's Psychological Clinic.

**18:821:653:01 #01372      SUPERVISION AND PROFESSIONAL DEVELOPMENT(1 cr)**  
**Diaz-Martinez (M9:00-11:45am)**

**Required for first year clinical Psy.D. students.**

Biweekly group supervision to discuss cases and issues that arise in practicum settings.

**18:821:657:01 #01373      INTERNSHIP IN CLINICAL PSYCHOLOGY (3 crs)**  
**Diaz-Martinez**

**Required of all Psy.D. students in the Clinical Psychology program usually during the fourth or fifth year of training.**

A twelve month, 1750 hour supervised experience in a setting determined by the program chairperson and the student. Students must have no outstanding incompletes in required courses, and must have a signed dissertation proposal all by Oct. 15 of the year in which you apply; also the written comprehensive exams must be successfully completed.

**18:821:659:01 #\*      PART-TIME INTERNSHIP IN CLINICAL PSYCHOLOGY (2 crs)**  
**Diaz-Martinez**

**\*Requires special permission from the Dept. Chair.**

For students who have approval to complete the supervised experience over a two year period. Register for 2 credits Fall and 1 credit for the Spring semester, totaling 3 credits each year. Same requirements on course work, practica, and comprehensives as full-time internship above.

### **Series 826 - School Psychology Courses**

**18:826:532:01 #12604      BASIC THERAPEUTIC STRATEGIES (3 crs)**  
**Gregory (W9:00-11:45am)**

This course is designed to introduce first year graduate students to the therapeutic interview and to basic attending and communication skills that are essential to both the initial visit and the ongoing therapeutic process with children and adolescents.

**18:826:543:01 #12605      HUMAN DEVELOPMENT (3 crs)**  
**Alperin (M4:45-7:30pm)**

**Required for School Psych students; elective or all others.**

Overview of norms, transitions, & crisis in the life structure from birth to old age, to provide students with an understanding of life span development that will be useful in their clinical work. Topics covered include developmental milestones for infancy, childhood, adolescence, early, middle and late adulthood, effect of divorce on children, developmental trajectories, gender differences and cultural/ethnic variation in life span development, "successful" aging, etc. Life-span interview and report required, as well as one term paper.

**18:826:550:01 #02171      **INTRODUCTION TO SCHOOL PSYCHOLOGY (2 crs)**  
**(Last 10 weeks of Fall semester) Segal (M9:00-11:45)**  
**(First 5 weeks – clinic orientation)****

Historical confluences of school psychology and psychological services in the schools. Topics: roles and functions of school psychologists, current practices, models, relevant educational laws and the culture of schools. Class presentations by practicing school psychologists will help to familiarize students with the roles of school psychologists.

**18:826:557                      **LEARNING DISABILITIES (3 crs)****

**:01 #20052      Verdesco (T4:45-7:30pm)**  
**:02 #20053      Langione (T4:45-7:30pm)**

Prerequisite: Completion of the equivalent of the first year of full-time study at GSAPP. Conceptual and technical issues of assessment including psychometric theory as applied to reliability and validity; current issues within the broad field of learning disorders. Emphasis on empirical investigations and conceptual issues as they impact upon theory and practice.

**18:826:558:01 #05664      **ADULT AND ORGANIZATIONAL LEARNING AND CHANGE (3 crs)**  
**Forman (M9:00-11:45am)****

Examines theory, research, and practice of adult and organizational learning and change. Emphasizes bringing evidence-based practices and programs to schools and other human service settings through understanding the process of innovation implementation. Focuses on how to incorporate a new practice or program in the functioning of an individual, group, or organization in systems change efforts.

**18:826:602:                      **SCHOOL PSCH INTERVENTIONS (3 crs)****

**:01 #19274      Shernoff (W9:00-11:45am)**  
**:02 #19275      Shernoff (W1:45-4:30pm)**

**18:826:605:                      **ADVANCED SUPERVISION IN SCHOOL PSYCHOLOGY (3 crs)****

**:01 #14543      S. Roth (WM4:45-7:30pm)**  
**:02 #02373      Romasz-McDonald (M4:45-7:30pm)**  
**:03 #03747      Segal (M4:45-7:30)**  
**:04 #07772      Golding (T9:00-11:45am)**

**Required of all School Psychology students from 2nd year for two years.**

Provides for personal and professional growth and development through small group supervision provided by faculty and peer group. Content largely group determined, but focuses on self-awareness and the integration of GSAPP activities with the professional, ethical, and legal issues encountered in school practicum placements.

**18:826:609:01 #09012      **LEARNING & ACADEMIC INTERVENTIONS: RESEARCH TO PRACTICE (3 crs)**  
Lekwa (T1:45-4:30pm)**

This course will provide students with a comprehensive theoretical and research foundation in human learning as well as the key characteristics and features of common academic intervention strategies targeting academic skills (e.g., reading, writing, math) and academic behaviors (e.g., studying, homework completion). A self-regulated theoretical framework will also be used to help conceptualize the development and implementation of academic interventions in school contexts.

**18:826:630                      **COGNITIVE ASSESSMENT (3 crs)****

**:01 #12560      Kettler (T9:00-11:45am)**

**:02 #12594      Kettler (W9:00-11:45am)**

Integrates the skills of administration of the major cognitive assessment instruments with recent theory and research, social and educational implications of assessment; development of communication skills and of appropriate interventions.

**18:826:631:01 #01376      **INTERNSHIP IN SCHOOL PSYCHOLOGY (3 crs)**  
Connelly**

**Required of all students in the School Psychology Program except those entering at the advanced level.**

10-12 months supervised experience in a setting determined by the internship coordinator and student, totaling a minimum of 1,750 hours. Students must have successfully completed all required practicum credits and all required courses, and taken the written comprehensive examinations.

**18:826:633:01 #09013      **SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR (1 cr)**  
Connelly (M4:45-7:30pm)**

The school psychology doctoral internship is the culminating supervised training experience for doctoral students. It consists of an organized sequence of training experiences designed to prepare interns for full time employment as doctoral level school psychologists. This course provides two-hours of weekly group supervision for school psychology students completing a CDSPP internship.

"Required by school students completing CDSPP internships, unless the internship provides all supervision requirements and provides monthly intern socialization opportunities."

**18:826:634:01 #17208      **SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR (0 cr)**  
Connelly (M4:45-7:30pm)  
By permission of instructor**

The school psychology doctoral internship is the culminating supervised training experience for doctoral students. It consists of an organized sequence of training experiences designed to prepare interns for full time employment as doctoral level school psychologists. This course is an integral part of the APPIC-member internship and provides two hours of weekly group supervision and eight hours of monthly didactic trainings. Permission of the instructor is required for registration.

**18:826:635:01 #01377      **PART-TIME INTERNSHIP IN SCHOOL PSYCHOLOGY**  
Connelly (1 or 2crs)**

**Required of all School Psychology students who enter at the advanced level.**

1,750 hours of supervised experience in settings determined by the internship coordinator and the student. Same criteria as above.

**18:826:637:01 #09337 PART TIME INTERNSHIP SEMINAR  
(Connelly (BA))**