

GSAPP Fall 2021 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION

Register On Line:

Effective Sunday, 4/19/20 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

Wednesday, September 1

IMPORTANT DATES

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

<http://nregistrar.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

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 2021 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

**18:820:506:01 #22064 SOCIAL DEVELOPMENT
 Walkup (T9:00-11:45)**

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 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 LEARNING THEORY & COGNITIVE BEHAVIORAL FOUNDATIONS
:01 #22065 Hoyos-Nervi (T9:00-11:45)
:02 #22066 Nadeem (T9:00-11:45)

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 #22067 Skean (M1:45-4:30pm)
:02 #22068 Lyon-Stirling (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.

**18:820:525:01 #06629 PREVENTION & INTERVENTION IN TIERED SYSTEMS (MTSS)
 Lekwa (T4:45-7:30)**

The purpose of this course is to provide students an in-depth introduction to the foundational concepts and recent history of multi-tiered systems of service delivery (MTSS) in primary and secondary school settings. Students will learn of the rationale behind, and intend outcomes of tiered services in K-12 settings; how tiered services are often organized and function; and critically, how school systems begin the process of designing and implementing their own tiered services.

18:820:531:01 #22076 CLINICAL INTERVIEWING & ASSESSMENT (3 crs)
Cain (W1:45-4:30pm)

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 #06630 HISTORY AND SYSTEMS (3 crs)
Sass (T9:00-11:45am)

For Clinical Students

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 #22077 Walkup (T1:45-4:30pm) Clinical
:02 #22078 Walkup (M 1:45-4:30) School

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.

18:820:568:01 #23561 EQUITY AND ANTI-RACISM IN EDUCATION (3 crs)
Williams (T9:00-11:45)

***Fulfills "Diversity Requirement for School students"**

What would it look like for all learners to have equitable, fair, and just opportunities for success in school? By taking this course, students are invited to understand the multidimensional, dynamic concepts of oppression and marginalization and their role in education. We will adopt an intersectional perspective that recognizes multiple social categories and the associated power imbalances within them, while also centering race as a focal point of analysis. We will investigate pervasive narratives about the educational experiences of historically marginalized groups, explore what sustains those narratives, and identify ways to disrupt them. We will analyze policies and practices that hold promise for addressing systemic inequalities in education. Finally, we will engage in and value sticky dialogues about (in)equity, marginalization, and (anti)racism, and think critically about our own personal assumptions about and experiences with these topics.

18:820:570:01 #06632 PSYCHOLOGICAL INTERVENTIONS WITH ETHNIC & RACIAL MINORITY
TBA (W1:45-4:30)

***Fulfills "Diversity Requirement"**

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.

- 18:820:690:02 #22087** **PROFESSIONAL PRACTICUM PLACEMENTS
Segal (3 crs)**
- (3 crs = second day) (For School Students)**
If you are doing a two day practicum, you must register for both 820:689 and 820:690.
- 18:820:691:02 #06642** **PROFESSIONAL PRACTICUM PLACEMENT
(cr BA) (3rd day of pract)
Segal**
- (For school students only)*
- 18:820:693:01 #06643** **ADV. PROF PRACTICUM AND SUPERVISION (School Students)
Segal (BA crs)**
- (For school students only)*
- 18:820:694:01 #06644** **ADV. PROF PRAC/EXSHP
Segal (6 crs)**
(For school students only)
- 18:820:695:01 #06645** **PRACTICUM (.05 crs)
Hoyos-Nervi (Clinical Students)**
For all Students entered prior to Fall 2020
- 18:820:696:01 #06646** **PRACTICUM (.05 crs)
Segal
For 4th year School Students**
- 18:820:697:01 #06647** **PRACTICUM (.05 crs)
Segal
For 4th year School Students**
- 18:820:701** **DISSERTATION IN PROFESSIONAL PSYCHOLOGY (3 crs)**

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.

B1 #22088	Boyd-Franklin
C1 #22089	Cain
C2 #22090	Chu
C3 #22091	Cleary
C4 #22092	Connelly
C5 #22093	Conway
C6 #22094	P. Clifford
D1 #24131	Durham
E1 #22095	Elias
E2 #24102	Economou
F1 #22096	Fagley
F2 #22097	Fishman
F3 #22098	Forman
F4 #22099	Fiske-Massey
G1 #22100	Gregory
G2 #22101	Glover
H1 #22102	Hien

I1 #22103	Indart
K1 #22104	Kelly
K2 #22105	Kettler
K3 #24071	Kahng
L1 #22106	LaRue
L2 #22107	Lekwa
L3 #22108	M. Lewis
R1 #22110	Reddy
R2 #22111	Rizvi
R3 #22112	Riley
S1 #22113	Sass
S2 #22114	Schneider
S3 #22115	E. Selby
S4 #22116	E. Shernoff
S5 #22117	Riggs-Skean
W1 #22118	Walkup
W2 #22119	Wilson
W3 #24072	Williams

**18:820:703:01 * DISSERTATION IN PROFESSIONAL PSYCHOLOGY
(1 cr-permission only – *Only allowed one time*)**

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 #**

18:820:800:01 * MATRICULATION CONTINUED (0 cr)

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 #22120

**PSYCHOANALYTIC THEORIES OF PERSONALITY AND
PSYCHOPATHOLOGY**

Cain (3 crs) (M1:45-4:30)

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 #06654 GEN GSAPP CLINIC PRACTICUM (0.5 crs)
A. Quinn

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.

18:821:547:01 #23617 INTRODUCTION TO GROUP PSYCHOTHERAPY (3 crs)
Panzer (M6:15-9:00)

The study of group leadership and group therapy from a psychodynamic perspective covered through the use of lectures, readings, and experiential process group and/or observation of an ongoing psychotherapy group, sharing or group leadership experiences, and observation of videotapes.

18:821:555:01 #06657 CBT FOR ANXIETY & DEPRESSION (3 crs)
Riley (W9:00-11:45)

This course focuses on the clinical application of specific behavioral and cognitive principles and practices that are used with adults with anxiety and depression. The focus is on adult populations, but the principles and practices have broad applicability. Principles will include cognitive and learning theories. Practices will include case conceptualization, treatment planning, progress/outcomes monitoring, exposure-based interventions, behavioral activation, and cognitive restructuring. The course will also expose students to third wave practices, such as mindfulness and values-based behavioral approaches (e.g., Acceptance and Commitment Therapy). Students are required to complete an experiential component of the course, which typically entails applying course-taught techniques with a case that the student is seeing through the school clinic or at the student's external practicum.

18:821:561:01 #22122 HEALTH PSYCHOLOGY (3 crs)
Riley (T1:45-4:30)

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.

18:821:568:01 #22123 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 #06661 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.**

**18:821:613:01 #22124 DBT IN PRACTICE
Rizvi (M1:45-4:30)**

Prerequisite: 18:821:612 and/or instructors approval

This course focuses on the clinical application of Dialectical Behavior Therapy, an evidence based treatment designed for individuals with borderline personality disorder and comorbid psychological disorders. Students learn how to conduct a multidimensional assessment using structured clinical interviews, generate a DBT case conceptualization, and implement DBT. Students will have a variety of opportunities to gain experiential practice that may include DBT individual therapy, co-therapy on a DBT case, rating tapes of DBT sessions, and/or co-leading DBT skills training groups. The emphasis for experiential practice will be on developing adherence to the DBT model, maintaining fidelity to the model, and conducting outcomes and psychotherapy process assessment in clinical cases. Topics will focus primarily on adult cases. This course is part of a 1-2 year practicum experience.

**18:821:615:01 #22125 FAMILY THERAPY (3 crs)
TBD (M1:45-4:30)**

Discusses family systems theory as a new paradigm for conceptualizing human dilemmas; major theoreticians and schools in the family therapy field; core concepts and their relevance for the clinical application; phases of psychotherapy with a family, basic interventions, implementation of change, and the main attitudes of a family therapist exemplified through clinical experiences; formulation of a psychosocial assessment of a family system with the therapist's use of self within the "therapeutic system." Participants study their own clinical work and focus on specific strategies of intervention according to different types of families. Family therapy case with supervision required.

This is a yearlong course; both semesters required.

Prerequisites: Advanced standing. Previous counseling/therapy experience and coursework required.

**18:821:624:01 #22126 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 #22127 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.

18:821:641 COGNITIVE BEHAVIORAL SUPERVISION GROUP (1.5 crs)

Required - First year supervision groups.

C1: #22128 (TBD)
H1: #22129 Hoyos-Nervi
H2 # Hoyos-Nervi
K1: #22130 Kelly
D1: #06668 Diaz-Martinez
W1: #22131 Wilson

**18:821:642 PSYCHODYNAMIC FOUNDATIONS SUPERVISION GROUP
(1.5 crs)**

Required - First year supervision groups.

TBD: #
TBD: #
C1: #06669 Cain
L1: #22132 Lyon-Stirling
L2: #22133 Lyon-Stirling
L3: #22134 Lyon-Stirling
W1: #22135 Walkup

**18:821:643:01 #06670 ADVANCED ANALYTIC GROUP SUPERVISION (1 cr)
McWilliams (M4:35-5:50pm)**

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.

18:821:644:01 #22136 MULTICULTURAL SUPERVISION (1 cr)
Khan (M12:00-1:30)

Advanced students seeing diverse clients in cross-cultural therapy will present their work for help in areas of cross-cultural formulation and treatment. Cultural diversity is defined broadly, including differences (between client and therapist) in race, ethnicity, national status, religion, and sexual identity. The supervision will emphasize self-awareness in the therapist regarding his or her own cultural beliefs and assumptions, and facilitate a cross-cultural understanding of individual and group transference, counter transference, and resistance configurations to enhance treatment effectiveness. Although the focus will largely be on individual and couples cases, students interested in presenting cross-cultural group therapy or outreach activities are also welcome.

18:821:647:01 #06671 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 22137 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 #06673 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 #22138 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 #22139 BASIC THERAPEUTIC STRATEGIES (3 crs)
Gregory (W4:45-7:30)

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 #22140 HUMAN DEVELOPMENT (3 crs)
Williams (T1:45-4:30)

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 #22141 INTRODUCTION TO SCHOOL PSYCHOLOGY (2 crs)
Segal (M9:00-11:45)
(Last 10 weeks of Fall semester)
(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 #22142 Korner (M9:00-11:45am)
:02 #22143 Korner (M1:45-4:30pm)

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 #22144 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 #22145 Shernoff (W9:00-11:45am)

:02 #22146 Shernoff (W1:45-4:30pm)

Prerequisite: 18:820:502, 503, 504; 18:826:605, 606, or employment experience in a school setting or work with children/adolescents pertaining to school-based problems; familiarity with theory, principles, and practice of behavioral assessment and intervention. School-based psychological intervention strategies and programs designed to improve the emotional, behavioral, and social functioning of children and adolescents. Emphasis on evidence-based practices. Topics include: school-based individual counseling; implementing group interventions; use of play and storytelling with young children; behavioral and cognitive-behavioral approaches (self-management training, relaxation training, social skills training, decision-making and social problem-solving training, anger control training, anxiety management, rational emotive therapy); reality therapy approaches; preventive interventions for violence, substance abuse, risky adolescent sexual behavior, and suicide; ethical, legal, and multicultural considerations. Requires implementation of an intervention with an individual or group.

18:826:605: ADVANCED SUPERVISION IN SCHOOL PSYCHOLOGY (3 crs)**:01 #22147 Segal (M4:45-7:30)****:02 #22148 Romasz-McDonald (M4:45-7:30pm)****:03 #22149 Durham (W9:00-11:45am)****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 # LEARNING & ACADEMIC INTERVENTIONS: RESEARCH TO PRACTICE (3 crs)**:01 #22150 Cleary (T9:00-11:45am)****:02 #22151 Cleary (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 #22152 Kettler (W9:00-11:45am)****:02 #22153 Kettler (T1:45-4:30pm)**

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 #22154 INTERNSHIP IN SCHOOL PSYCHOLOGY (3 crs)
Durham****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 #06683 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR/DIDACTICS
(1 cr) Durham (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."

**18:826:635:01 # PART-TIME INTERNSHIP IN SCHOOL PSYCHOLOGY
TB (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 # PART TIME INTERNSHIP SEMINAR
TBA (BA)**