GSAPP Fall 2022 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION

Register On Line:
Effective Monday, April 4, 2022, 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 6

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: https://finance.rutgers.edu/student-abc/tuition-fees (under Rutgers University - New Brunswick).

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 should 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 2022 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>18:820:507</td>
<td>LEARNING THEORY &amp; COGNITIVE BEHAVIORAL FOUNDATIONS</td>
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<tr>
<td>:01</td>
<td>#16711 Hoyos-Nervi (T9:00-11:45)</td>
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<tr>
<td>:02</td>
<td>#18352 Nadeem (M9:00-11:45)</td>
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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.

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<tr>
<td>18:820:509</td>
<td>ANALYTIC/FOUNDATIONS (3 crs)</td>
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<tr>
<td>:01</td>
<td>#16712 Lyon (M1:45-4:30pm)</td>
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<tr>
<td>:02</td>
<td>#16713 Walkup (W9:00-11:45am)</td>
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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.

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<tr>
<td>18:820:525:01</td>
<td>PREVENTION &amp; INTERVENTION IN TIERED SYSTEMS (MTSS)</td>
<td>TBD (T4:45-7:30)</td>
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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.

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<tr>
<td>18:820:531:01</td>
<td>CLINICAL INTERVIEWING &amp; ASSESSMENT (3 crs)</td>
<td>TBD (W1:45-4:30pm)</td>
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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.

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<tr>
<td>18:820:550:01</td>
<td>HISTORY AND SYSTEMS (3 crs)</td>
<td>Sass (T9:00-11:45am)</td>
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**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 #16723 Walkup (T1:45-4:30pm) Clinical  
:02 #16724 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.

**18:820:570:01 #19055 PSYCHOLOGICAL INTERVENTIONS WITH ETHNIC & RACIAL MINORITY**

Saraiya (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.

**8:820:581 STATISTICAL METHODS AND DESIGN ANALYSIS (3 crs)**

:01 #16728 DiCrecchio (M9 :00-11 :45am) – clinical students  
:02 #16729 DiCrecchio (T1:45-4:30) – school students

Develops a practical conceptual understanding of statistical data analysis, skills in conducting data analysis, and the logic of hypothesis testing and statistical inference. Covers four analysis of variance designs (one-way, two-way, repeated measures, and mixed), Pearson correlation and bivariate regression, and use of SPSS software for data analysis.

**18:820:601:01 # INDEPENDENT STUDY IN PROFESSIONAL PSYCHOLOGY (BA cr)**

Prior to registration, students should consult faculty members to determine whether independent study arrangements can be made. Students will be required to submit papers, based on their studies. **Faculty member must sign-off on gold "Independent Study" form available at https://gsapp.rutgers.edu/sites/default/files/doc/student/request_indepedentstudy.pdf and return to Sylvia Krieger, Coordinator of Student Services.**  
*See Student Services Coordinator for Index Number to register.*

**18:820:638:01 #16734 PERSONALITY ASSESSMENT/ADULT (3 crs)**

Sass (T1:45-4:30)

An introduction to the use of the major (so-called) “projective” techniques in psychological assessment: the Rorschach Inkblot Method and the Thematic Apperception Test. The main focus will be on learning to administer, code (in the case of the Rorschach), and interpret these tests. Individual supervision is provided.

**18:820:689 PROFESSIONAL PRACTICUM PLACEMENTS**

01: #18353 Hoyos-Nervi (clinical) – for incoming first year students  
02: #16735 TBD (school) – School practicum
18:820:690:02 #16736  PROFESSIONAL PRACTICUM PLACEMENTS
TBD (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 #16737  PROFESSIONAL PRACTICUM PLACEMENT
(cr BA) (3rd day of pract)
TBD
(For school students only)

18:820:693:01   #16738  ADV. PROF PRACTICUM AND SUPERVISION (School Students)
TBD  (BA crs)
(For school students only)

18:820:694:01   #16739  ADV. PROF PRAC/EXSHP
TBD (6 crs)
(For school students only)

18:820:695:01   #16740  PRACTICUM (.05 crs)
Hoyos-Nervi (Clinical Students)
For all Students entered prior to Fall 2020

18:820:696:01   #16741  PRACTICUM (.05 crs)
TBD
For 4th year School Students

18:820:697:01   #16742  PRACTICUM (.05 crs)
TBD
For 4th year School Students

18:820:701   DISSEMINATION 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 #16743  Boyd-Franklin
C1 #16744  Cain
C2 #16745  Chu
C3 #16746  Cleary
C4 #16747  Connelly
C5 #16748  Conway
C6 #16749  P. Clifford
D1 #18474  Durham
E1 #16750  Economou
E2 #18354  Elias
F1 #16751  Fagley
F2 #16752  Fishman
F3 #16753  Forman
F4 #16754  Fiske
G1 #16755  Gregory
G2 #16756  Glover
H1 #18478  Hien
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

18:821:543:01 #16782 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 ongoing clients will be seen through the Psychological Clinic, either for assessment or therapy.
**18:821:547:01 #16786 INTRODUCTION TO GROUP PSYCHOTHERAPY (3 crs)**  
**TBD (Ms: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 #16787 CBT FOR ANXIETY & DEPRESSION (3 crs)**  
**TBD (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 #16788 HEALTH PSYCHOLOGY (3 crs)**  
**TBD (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.

**18:821:601:01 * 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 bases 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 #16791 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 #16792  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.

**18:821:639:01 #16794  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.

B1: #16795 Benas
D1: #18356 Diaz-Martinez
H1: #16797 Hoyos-Nervi
H2: #18357 Hoyos-Nervi
K1: #16798 Kushwaha
L1: #18473 Lichtman
W1: #16800 Waters

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

Required - First year supervision groups.

A1: #16801 Aizenman
K1: #18358 Karger
L1: #18359 Lyon-Stirling
L2: #18360 Lyon-Stirling
L3: #18361 Lyon-Stirling
**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.

**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.

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

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

**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 #16814   BASIC THERAPEUTIC STRATEGIES (3 crs)
                       Alperin (T9:00 11:45)
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 #16816   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 #16817   INTRODUCTION TO SCHOOL PSYCHOLOGY (2 crs)
                       TBD (T1:45-4:30)
(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.

18:826:557:01 #16818   LEARNING DISABILITIES (3 crs)
                       Lekwa (M9:00-11:45am)
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  #16820 ADULT AND ORGANIZATIONAL LEARNING AND CHANGE (3 crs)
Nadeem (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 #16821 Shernoff (W9:00-11:45am)
:02 #16822 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 #16823 Skoryk (M4:45-7:30)
02 #16824 Romasz-McDonald (M4:45-7:30)
03 #16825 Durham (W9:00-11:45)
04 #16826 TBD (W4:45-7:30)

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 #16827 LEARNING & ACADEMIC INTERVENTIONS: RESEARCH TO PRACTICE (3 crs)
Pawlo (T4:45-7:30)

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 #16829 Dulfer (W4:45-7:30pm)
:02 #16830 TBD (W4:45-7:30pm)

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  #16831  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  #16832  SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR/DIDACTICS  
(1 cr) Nadeem (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)