GSAPP Fall 2023 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION

Register On Line:
Effective Monday, April 17, 2023, 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 5

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 2023 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

18:820:507 LEARNING THEORY & COGNITIVE BEHAVIORAL FOUNDATIONS
:01 #16930 Hoyos-Nervi (T9:00-11:45)
:02 #16931 TBD (M5:40-8:25)

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 #16932 Lyon (T2:00-4:45)
:02 #16933 Lyon (W8:45-11:30)

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 #16945 PREVENTION & INTERVENTION IN TIERED SYSTEMS (MTSS)
Foster (ONLINE)

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 #16947 CLINICAL INTERVIEWING & ASSESSMENT (3 crs)
Cain (W2:00-4:45)

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 #16949  HISTORY AND SYSTEMS (3 crs)
Sass (T8:45-11:30)

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  CHILD PSYCHOPATHOLOGY (3 crs)
:01 #16950  Oshin (M2:00-4:45)
:02 #19156  Weiss (M2:00-4:45)

Descriptive and experimental psychopathology of childhood covers disorders usually first evident in infancy, childhood, or adolescence; includes mental retardation, attention deficit disorders, conduct disorders, anxiety disorders, pervasive developmental disorders, disorders with physical manifestations, and related DSM-IV categories. Demonstrations, interviews and observation.

18:820:568:01 #16952  EQUITY AND ANTI-RACISM IN EDUCATION (3 crs)
Williams (8:45-11:30)

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)equality, marginalization, and (anti)racism, and think critically about our own personal assumptions about and experiences with these topics.

18:820:570:01 #19089  PSYCHOLOGICAL INTERVENTIONS WITH ETHNIC & RACIAL MINORITY FAMILIES
Cadenas (W2:00-4:45)

*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.

18:820:581  STATISTICAL METHODS AND DESIGN ANALYSIS (3 crs)
:01 #16955  DiCrecchio (M8:45-11:30)
:02 #16956  TBD (M8:45-11:30)

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_independedstudy.pdf and return to program administrator who will provide the index #.

18:820:610:01 #19180 SEM IN PROF PSYCH/USING MTSS TO BUILD COMPR SCH MENT. HEALTH SVCS Foster (3 crs) ONLINE

This course will provide an overview of Multi-Tiered Systems of Support (MTSS) and facilitate students' understanding of key components of well-developed Comprehensive School-Based Mental Health (CSBMH) programs. The course will highlight the importance of developing prevention and intervention programming focused on using social emotional learning to build evidence-based prevention and intervention programs. Readings and assignments will challenge students to explore issues of diversity, equity and inclusion and their influence on systemic change. Students will also begin to develop their understanding of school systems and the steps required to implement sustainable CSBMH programs. It is expected that students completing this course will be able to translate findings from research into implementation practices that guide and improve the delivery of mental health services.

18:820:613:01 #16958 ETHICS AND PROFESSIONAL DEVELOPMENT (3 crs)
Skean (T8:45-11:30)

Issues involved in the delivery of professional psychology services, including general ethical principles; professional self-definition and self-regulation; and governmental sanctions (judicial, legislative, and executive). Sample areas covered include history and identity of professional psychology, the American Psychological Association's ethical standards, involuntary commitment, right to treatment, confidentiality versus access to clinical information, managed care and the funding of mental health services, and career development.

18:820:638:01 #16959 PERSONALITY ASSESSMENT/ADULT (3 crs)
Sass (T2:00-4:45)

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: #16960 Hoyos-Nervi (clinical) – for incoming first year students
02: #16961 Weiss (school) – School practicum

18:820:690:02 #16962 PROFESSIONAL PRACTICUM PLACEMENTS
Weiss (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 #16963 PROFESSIONAL PRACTICUM PLACEMENT  
(3rd day of pract)  
Weiss  
(For school students only)

18:820:693:01 #16964 ADV. PROF PRACTICUM AND SUPERVISION (School Students) Weiss  
(BA crs)  
(For school students only)

18:820:694:01 #16965 ADV. PROF PRAC/EXSHP  
Weiss (6 crs)  
(For school students only)

18:820:695:01 #16966 PRACTICUM (.05 crs)  
Hoyos-Nervi (Clinical Students)  
For all Students entered prior to Fall 2020

18:820:696:01 #16967 PRACTICUM (.05 crs)  
Weiss  
For 4th year School Students

18:820:697:01 #16968 PRACTICUM (.05 crs)  
Weiss  
For 4th year School Students

18:820:701 DISSEPTION 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 #16969 Bal  
C1 #16970 Cain  
C2 #16971 Chu  
C3 #16972 Cleary  
D1 #19333 Diaz-Martinez  
E1 #16976 Elias  
G1 #16979 Gregory  
G2 #16980 Glover  
K1 #16981 Kelly  
K2 #16982 Kettler  
KE #19334 Kahng  
L1 #16983 LaRue  
L2 #16984 Lekwa  
L3 #16985 Lyon  
N1 #19294 Nadeem  
R1 #16987 Reddy  
R2 #16988 Riley  
R3 #16989 Rizvi  
S1 #16991 Sass
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 Program Administrator 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 #17003  PSYCHOANALYTIC THEORY OF PERSONALITY (3 crs)
Cain (M2:00-4:45)

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 #17004  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 #17006  INTRODUCTION TO GROUP PSYCHOTHERAPY (3 crs)
Lipkin (T5:40-8:25)

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.

18:821:601:01  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 Program administrator. *See Program Administrator for Index Number

18:821:615:01 #19187  FAMILY THERAPY (3 crs)
Wetzel (T2:00-4:45)

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

18:821:639:01 #17011  SHORT-TERM PSYCHODYNAMIC THERAPY (3 crs)
Skean (W2:00-4:45)

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:  #17012  Antinoro-Burke
C1:  #17013  Shelley Avny
H1:  #17014  Hoyos-Nervi
K1:  #17015  Diaz-Martinez
R1:  #17016  Hoyos-Nervi
W1:  #17017  TBD
18:821:642  PSYCHODYNAMIC FOUNDATIONS SUPERVISION GROUP  
(1.5 crs)

Required - First year supervision groups.

A1:  #17018  TBD
B1:  #17019  Lyon-Stirling
B2:  #17020  Lyon-Stirling
C1:  #17021  TBD
H1:  #17022  TBD
N1:  #17023  TBD

18:821:643:01  #17024  ADVANCED ANALYTIC GROUP SUPERVISION (1 cr)  
Lyon-Stirling (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  #17025  MULTICULTURAL SUPERVISION (1 cr)  
Khan (T5:00-6:30)

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  #17026  ADVANCED COUPLES THERAPY SUPERVISION (BA)  
Skean (F10:00-12:00) - REMOTE

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  #17027  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  #17028  SUPERVISION AND PROFESSIONAL DEVELOPMENT (1 cr)
Diaz-Martinez (M8:45-11:30)

 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  #17029  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  BASIC THERAPEUTIC STRATEGIES (3 crs)
:01  #17031  Gregory (T8:45-11:30)
:02  #17032  Gregory (W8:45-11:30)

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  #17033  HUMAN DEVELOPMENT (3 crs)
Williams (T2:00-4:45)

 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  #17034  INTRODUCTION TO SCHOOL PSYCHOLOGY (2 crs)
Durham (W2:00-4:45)
10 week course

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 #17035 LEARNING DISABILITIES (3 crs)
Lekwa (T2:00-4:45am)

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   #17036 ADULT AND ORGANIZATIONAL LEARNING AND CHANGE (3 crs)
TBD (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 #17037 Shernoff (W8:45-11:30)
:02 #17038 Shernoff (T8:45-11:30)

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 #17039 Murphy (M5:40-8:25)
02 #17040 Romasz-McDonald (M5:40-8:25)
03 #17041 Garcia or Dietz (T8:45-11:30)
04 #17042 Alperin (W8:45-11:30)

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.
LEARNING & ACADEMIC INTERVENTIONS: RESEARCH TO PRACTICE (3 crs)
Pawlo (T5:40-8:25)

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.

COGNITIVE ASSESSMENT (3 crs)

Kettler (T8:45-11:30)
Dulfer (W5:440-8:25)

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.

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.

PART-TIME INTERNSHIP IN SCHOOL PSYCHOLOGY

TB (1 or 2 crs)

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.