

GSAPP Spring 2019 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION

GSAPP IS NOT USING THE RUTGERS TELEPHONE REGISTRATION SYSTEM.

Register On Line:

Registration begins on October 28th starting at 10pm. Students may register online at: <https://webreg.rutgers.edu/webreg> and hit enter. The student login screen will appear. Enter your 9-digit student number and 4-digit Personal Access Code, which is your birth month and day (mmdd).

GSAPP CLASSES BEGIN Tuesday, January 22, 2019 IMPORTANT DATES

- Registration period begins.....October 28, 2018
- Thanksgiving Day recess.....Nov 22 – Nov 25
- Last day to file for a diploma application for a January PsyM or PsyDJan 4, 2019
- Last day to registerJan 12
- Martin Luther King Hr Day – University closedJan 21
- First day of Spring semester.....Jan 22
- Add/drop without a “W”Jan 19 - Feb 1
- Last day to file for a diploma application for a May PsyD or PsyM.....April 2
- Spring Break.....Mar 16 – 24

PAYMENT OF FEES

NEW - PAPERLESS BILLING! Students **will not** receive paper bills in the mail. Students are asked to view and pay bill go to: <https://rutadmin.rutgers.edu/sarapp1>.

Full Academic Year TA/GA appointments are entitled to full remission of tuition (Part time TA/GA’s are prorated). See the funding source department for an RT100.

All students, including university employees, teaching assistants, graduate assistants, and those on grants and scholarships **must submit a term bill to the cashier**. Payment of all tuition and fees, must be made by the date indicated on the term bill. Checks should be made payable to **"Rutgers-The State University"**. Any bill paid during the Late Registration period must be paid in person and must include a **\$125 Late Fee**. Postmark dates cannot be considered as payment dates; the date upon which the cashier receives the bill payment is the effective date of payment. A fee of \$25 is charged for any check which is not honored for payment.

COURSES WITH INSUFFICIENT ENROLLMENT WILL NOT BE OFFERED

Series 820 - Professional Psychology Courses

18:820:503:01 #02274 THEORETICAL FOUNDATIONS OF INTERVENTION-ANALYTIC APPROACH (3 crs)
Bianchi (For 1st year school students)
(First 10 weeks) (M1:45-4:30pm)

The model of human functioning offered by psychoanalytic theory, with a focus on understanding the person in the context of his or her history: Topics include drives, inferred psychic structures, dreams, psychopathology, ego psychology, object relations, research in psychoanalysis, and psychoanalytic psychotherapy; integration of theory and application with examples from everyday life and clinical practice.

18:820:508 SYSTEMS THEORY & ANALYSIS (3 crs)
:01 #10838 Shahidullah (T9:00-11:45) (1st year school students)
:02 #12225 Riley (W9:00-11:45) (1st year clinical students)

The goals of this course are to help students: a) use systems theory to better understand and deal with the social forces that affect them and their clients; b) become familiar with the organizational dynamics of schools, clinics, hospitals, and other human service organizations; c) learn about how systems concepts are used as a theoretical foundation for work with individuals, families, groups, organizations, and communities; d) become familiar with the systemic factors that affect the implementation and dissemination of evidence-based treatment programs; e) learn about the basic principles of community psychology and prevention; and f) become familiar with evidence-based prevention programs.

18:820:550:01 #05203 HISTORY & SYSTEMS OF PSYCHOLOGY (3 crs)
Lekwa (W1:45-4:30) (2nd year school students)

Compares the different metatheoretical paradigms in psychology. Considers historical and epistemological roots of the different images of the person underlying contemporary approaches to study of personality, psychopathology, and psychological assessment and treatment. Focuses on the value framework within which these perspectives operate. Considers a variety of methods in research including both qualitative approaches and group and individual case study models. Develops ability to examine critically the different epistemological and theoretical approaches in professional psychology. Explores approaches to evaluate the efficacy of therapy. Paradigms include positivism and associated philosophy-of-science models; pragmatism; postmodernism; hermeneutics; psychoanalysis; existential, humanistic, and phenomenological approaches.

18:820:563 CHILD PSYCHOPATHOLOGY (3 crs)
:01 #03557 Segal (T1:45-4:30) (1st year school students)
:02 #11276 Benas W1:45-4:30) (1st year clinical students)

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.

**18:820:575:01 #17730 DIVERSITY AND RACIAL IDENTITY (3 crs) *Diversity course
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.

**18:820:585 ADVANCED STATS & RESEARCH DESIGN (3 crs)
:01 #02213 Isenhower (T4:45-7:30) (2nd year clinical students)
:02 #06953 Fagley (T1:45- 7:30) (2nd year school students)**

Covers the conduct and interpretation of multiple regression analyses and Cook & Campbell's (1979) threats to validity of research (construct, statistical conclusion, internal, and external). Provides the necessary foundation for, and some practice conducting, critical analysis and evaluation of research.

**18:820:593:01 #20044 COMMUNITY PSYCHOLOGY (3 crs)
Indart (W9:00-11:45am)**

This course on Community Psychology is designed for students who wish to learn more about the community psychology perspective and its applications. The content of the class is geared to applications for diverse populations and social problems within the United States and its geographic neighbors.

**18:820:602:01 # INDEPENDENT STUDY IN PROFESSIONAL PSYCHOLOGY (BA cr)
(Register for "By Arrangement" credits.)**

Prior to registration, students should consult faculty members to determine whether independent study arrangements can be made. Students required to submit papers based on their studies. **Faculty member must sign-off on gold "Independent Study" form** available from Sylvia Krieger. Return signed form to student services coordinator.

**18:820:613:01 #04965 PROFESSIONAL ETHICS, STANDARDS, AND CAREER
DEVELOPMENT (3 crs) Skean (W1:45-4:30pm)
(for clinical students)**

Prerequisite: 1 and 1/2 years at GSAPP or equivalent.

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: history and identity of professional psychology; APA's Ethical Standards; involuntary commitment; right to treatment; confidentiality vs. access to clinical information; and managed care and the funding of mental health services

18:820:631 SOCIAL-EMOTIONAL, BEHAVIORAL, AND PERSONALITY ASSESSMENT/CHILD (3 crs)

:01 #05565 Kettler (W9:00—11:00am) (1st year school students)
:02 #13011 Kettler (W1:45-4:30) (1st year school students)

The purpose of this course is to attain knowledge of school-based social-emotional, behavioral, and personality assessment of preschoolers, children, and adolescents. This course integrates multidimensional assessment (interviews, direct behavior observations, behavioral ratings, personality measures, and functional behavioral analysis) with current theories, research, and best practices. Assessment includes the evaluation of externalizing/internalizing disorders, social competence, adaptive skills, and personality. Issues regarding children from culturally and linguistically diverse populations will be integrated throughout the course in the form of lectures and case studies. The content of this course is designed to provide students with (a) fundamental knowledge of social-emotional, behavioral, and personality development within an ecological perspective; (b) competency to develop and conduct social-emotional, behavioral, and personality assessments; and (c) skills to present assessment findings accurately and clearly through oral and written presentations.

18:820:633 COGNITIVE ASSESSMENT (3 crs)

:01 #09928 Schneider (W9:00-11:45) (1st year clinical students)
:02 #09929 Rivera Marano(T1:45-4:30) (1st year clinical students)

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.

18:820:640:01 #09343 ELEMENTS OF PSYCHODYNAMIC THERAPY (1.5 crs)
Hersey (M1:45-3:15)

Recommended for 1st year clinical students

Prerequisite: Foundations/Analytic and Psychodynamic Interview or permission of the instructor.

This course provides an introduction to the fundamental techniques of psychodynamic therapy, as they apply to ongoing treatment. The focus is on the pragmatics of session-to-session process: how to use guiding psychodynamic principles to inform clinical choices; how to treat symptoms in the context of ongoing exploratory therapy; how to think about what to say in challenging clinical moments; how to tailor interventions to the phase of treatment. While this course is designed to be concurrent with students' first supervised psychodynamic work, students without ongoing cases may enroll and use published case material as a vehicle for exploring course concepts.

18:820:689:02 #03610 PROFESSIONAL PRACTICUM PLACEMENT
(3 crs. = one day) Segal
School Practicum

18:820:690:02 #04510 PROFESSIONAL PRACTICUM PLACEMENT (3 E crs. = second day)
Segal (School students)

18:820:691:02 #03757	PROFESSIONAL PRACTICUM PLACEMENT (BA crs – 3 rd day pract) Segal (School students)
18:820:693:01 #10788	ADVANCED PROFESSIONAL PRACTICUM/EXTERNSHIP (BA crs) Segal (School students)
18:820:695:01 #11121	PROFESSIONAL PRACTICUM PLACEMENT (0.5 crs) Diaz-Martinez (Clinical students)
18:820:696:01 #13529	4 th Year School Psychology PRACTICUM PLACEMENT (0.5 crs) Segal (one day)
18:820:697:01 #13528	4 th Year School Psychology PRACTICUM PLACEMENT (0.5 crs) Segal (2 nd day)
18:820:700:01 #15362	DISSERTATION PREPARATION & RESEARCH (3 crs) Fagley (W4:45-4:30)
18:820:702	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.

<u>B2</u> #01928	Boyd-Franklin
<u>B3</u> #05479	Bry
<u>C2</u> #04740	Chu
<u>C3</u> #09305	Cleary
<u>C4</u> #14495	Connelly
<u>E1</u> #01371	Elias
<u>F1</u> #01372	Fagley
<u>F2</u> #01373	Fishman
<u>F3</u> #04916	Forman
<u>G1</u> #17739	Glover
<u>G2</u> #06028	Gregory
<u>I1</u> #05030	Indart
<u>K1</u> #02898	Kelly
<u>K2</u> #08124	Kettler
<u>L2</u> #15276	LaRue
<u>M1</u> #01375	Massey
<u>M3</u> #01376	Messer
<u>M5</u> #17474	T. Morgan
<u>R1</u> #06312	Reddy
<u>R2</u> #07528	Rizvi
<u>R3</u> #17704	Rotgers
<u>S2</u> #01378	Sass
<u>S3</u> #01379	Schneider
<u>S4</u> #10309	Shernoff
<u>S5</u> #03094	Skean
<u>S7</u> #18152	Shahidullah

S8 # Selby
W1 #01380 Walkup
W2 #01381 Wilson

- 18:820:703:01 #*** **DISSERTATION IN PROFESSIONAL PSYCHOLOGY (1 cr)**
By permission only. Contact student coordinator for special permission #.
Only allowed one time.
- 18:820:800:01 #*** **MATRICULATION CONTINUED (0 cr.)**
 Available only to those who have an approved leave of absence.
- 18:820:811:01 #** **GRADUATE FELLOWSHIP (BA – 0 cr)**
- 18:820:866:01 #** **GRADUATE ASSISTANTSHIP (BA)**
 To register, students must be appointed by the University
 (PT-3 crs, FT-6 crs)
- 18:820:877:01 #** **TEACHING ASSISTANTSHIP (BA)**
 To register, students must be appointed by the University
 (PT-3 crs, FT-6 crs)

Series 821 - Clinical Psychology Courses

- 18:821:538:01 #12393** **TREATMENT AT-RISK ETHNIC MINORITY ADOLESCENTS: SOMERSET PROJECT (BA crs) *Diversity course**
Boyd-Franklin (W2:00-4:45pm)

This course will address the treatment of at-risk, ethnic minority adolescents in clinics and schools. It will explore culture dynamics for African American and Latino adolescents and their families. It will provide clinical as well as school-based interventions. The course will include individual, group, and family therapy interventions. The Multisystems Model will be introduced as a conceptual framework for comprehensive work with adolescents. Motivational Interviewing techniques will be taught as an evidence-based individual treatment that is particularly useful with adolescents who are initially resistant to treatment. The issues of violence prevention and gang involvement in schools and communities will be explored. SANKOFA, a culturally sensitive, evidence-based group treatment intervention will be discussed. Strategies for involving ethnic minority families in our treatment interventions in clinics and schools will be explored throughout the course.

- 18:821:543:01 #11122** **GENERAL GSAPP CLINIC (0.5 crs) Quinn**

For students seeing clients in the clinic coming from 2013 and after.

- 18:821:562:01 #12570** **BEHAVIORAL COUPLES THERAPY (3 crs)**
Kelly (T1:45-4:30)

Theoretical and empirical bases of behavioral couples therapy, and clinical applications; topics include self-report and observational assessment procedure, treatment planning, and intervention techniques such as reciprocity, communication skills, and cognitive affective interventions. Applications of behavioral couples therapy to couples from diverse ethnic/racial backgrounds and to gay/lesbian couples.

18:821:569:01 #20672 PSYCHODYNAMIC APPROACHES WITH DIVERSE POPULATIONS (3 crs)

Everybody – therapists as well as patients – is influenced by differences reflecting race, gender, sexual orientation, religion, spiritual beliefs, social class, and other important aspects of identity. Competence as a therapist requires awareness of, and sensitivity to, these influences. This course is designed to introduce students to the theory and practice of psychodynamic psychotherapy for adults from diverse populations, with a particular focus on racial, ethnic, and cultural minorities and lesbian, gay, bisexual, transgender, and queer individuals. This course will provide important background on how diversity is understood by psychology, and focus on psychodynamic concepts such as transference and countertransference, defenses, affects, and resistance that may emerge when working with clients from diverse backgrounds. This course will also address the mental health effects of social oppression as well as the social construction of race and gender from a psychodynamic perspective.

Students will learn to use theory and research to guide psychodynamic case formulation and to inform their psychodynamic intervention techniques with clients from diverse backgrounds. This course will be closely related to clinical practice; therefore, theory and technique with diverse populations will be discussed and depicted via case material and videos. Assignments will focus on helping students to explore their own cultural identity and to apply the various theories and principles discussed in class to their ongoing clinical work with clients from diverse backgrounds. Clinical students may use this course as an elective for their diversity requirement.

**18:821:601:01 # *INDEPENDENT STUDY IN CLINICAL PSYCHOLOGY (3 crs)
(Register for "By Arrangement" credits.)**

Prior to registration, consult faculty members to determine arrangements. Students required to submit papers based on their studies. ***Faculty member must sign-off on gold-colored "Independent Study" form.** Submit signed form to Sylvia Krieger.

**18:821:605:01 #12519 INTEGRATIVE PERSPECTIVES ON TRAUMA (3 crs)
Indart (W1:45-4:30)**

Historical and conceptual bases for crisis intervention as a distinct treatment and modality. Students learn generic individual and community-based crisis intervention strategies, current approaches for the assessment and outpatient management of suicidal individuals, and basic disaster response approaches.

**18:821:608:01 #15363 INTEGRATED SERVICE DELIVERY; YOUTH ANXIETY AND DEPRESSION
CLINIC (YAD-C) (BA 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.

**18:821:612:01 #10060 FUNDAMENTALS OF DBT (3 crs)
Rizvi (T9:00-11:45)**

This course is designed to familiarize students with Dialectical Behavior Therapy (DBT), an evidence based psychosocial treatment initially developed for suicidal individuals with borderline personality disorder (BPD). Students will be taught the primary theories, principles, and strategies that inform DBT. Students will also become familiar with the latest research on DBT for BPD as well as adaptations for other populations. Lecture, demonstration, multimedia applications, and group discussion will be used as the primary teaching methods. DBT is a complex treatment with multiple facets. This course will be a necessary prerequisite before using DBT in an applied setting.

**18:821:614:01 #11772 DBT IN PRACTICE II (BA)
Rizvi (M1:45-4:30)**

Prerequisite: 18:821:613 and instructors approval This course is the second of a year-long sequence that 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.

**18:821:616:01 #05204 FAMILY THERAPY (3 crs) Boyd-Franklin (M1:45-4:30pm)
(2nd semester of full year course)**

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.

**18:821:625:01 #04910 THEORY & PRACTICE OF CBT I
(3 crs each semester – both semesters required)
Wilson (T1:45-4:30)**

Special Permission # required-contact Dr. Terry Wilson

The course will be required of all first-year Ph.D. students in the Clinical Program and will be open to selected students from the Psy.D. program. The description of the graduate clinical program at Rutgers University embodies a theory-driven and evidence-based cognitive-behavioral orientation to assessment and treatment. The course provides comprehensive and in-depth coverage of cognitive behavior therapy for adult clinical disorders. The guiding principles of social learning (social cognitive) theories are emphasized throughout the course. Consistent with the stated philosophy of the clinical program, the course integrates theory, research methodology, and clinical application.

18:821:631:01 #11771 BEHAVIORAL MEDICINE (3 crs)
Wilson (W1:45-4:30)

The goals of this course are to provide: (1) an introduction to the nature of behavioral medicine; and (2) a selective focus on the implementation of applied behavioral interventions for specific health-related problems.

18:821:640:01 #01388 SHORT-TERM DYNAMIC PSYCHOTHERAPY (1 cr)
Skean (W1:45-4:30)

Prerequisite: Psychoanalytic Theories of Personality OR Basic Principles and Methods of Psychoanalytic Therapy.

Psychoanalytic understanding and technique as applied to the short-term treatment (10-35 sessions) of selected clients; current models of practice based on drive/structural, relational, cognitive/dynamic, and eclectic concepts; theory and application demonstrated through use of videotapes; discussion topics include psychotherapy integration, mechanisms of change, psychotherapy process research, and managed care. Therapy case with supervision required.

18:821:643:01 #04743 ADVANCED ANALYTIC GROUP SUPERVISION (1 cr)
McWilliams (M4:35-5:45)

Prerequisite: Permission of instructor. For advanced students seeing clients in long-term, analytically influenced therapy. Students present their work for help in the areas of dynamic and diagnostic formulations, analysis of transference and resistance configurations, and exploration of individual and group countertransference and counterresistance phenomena. Students should see the instructors to be put on the waiting list as soon as possible. Preference is given to students more advanced in the program, to those with more than one case, and to those who indicated early interest.

18:821:644:01 #15364 MULTICULTURAL SUPERVISION (1 cr)
Z. Khan (M5:00-6:15)

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 their 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.

18:821:645:01 #05505 ADVANCED GROUP THERAPY SUPERVISION (1 cr)
Panzer (F1:45-3:00pm)

Prerequisite: Introduction to Group Psychotherapy, it's equivalent or special permission from the professor.

This course is for students who have special interest in group psychotherapy. It includes discussion of groups being lead or co-lead at the GSAPP clinic or on student's practicum sites. Discussions will include treatment group's content and process, leadership and co-leadership issues, transference and counter transference issues and parallel process issues that may emerge within the context of the

supervision group. To highlight certain learning points the supervision groups' process may be explored as well.

18:821:647:01 #09561 ADVANCED COUPLES THERAPY SUPERVISION (1 cr)
Skean (F10:00-12:00)

Prerequisite: Permission of instructor, with preference being given to students who have taken Behavioral Couples Therapy, Family Therapy or have previous experience in couples therapy. This course is for those with special interest in couples therapy. It includes training for and supervision of couples 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.

18:821:653:01 #03045 SUPERVISION & PROFESSIONAL DEVELOPMENT(1 cr)
Diaz-Martinez (M9:00-11:45) (1st year clinical students)

Required for first year Clinical PsyD students.

Bi-weekly supervision to discuss cases and issues that arise in practicum settings.

18:21:655:01 #13277 TRAINING, SUPERVISION & CONSULTATION (3 crs)
Chu (W9:00-11:45) (3rd year clinical students)

The professional roles of psychologists are ever-expanding and today's clinical psychologists must be prepared to assume multiple roles throughout ones career. This class is designed to expose students to the current body of research on training, clinical supervision, and professional consultation in psychology. Training refers to the educational and instructional processes involved in the initial (e.g., graduate education) or ongoing (e.g., continuing education) learning to establish competence as a psychologist. Supervision refers to mentored activities that influence a provider's direct or indirect service with clients of psychological care. Consultation refers to a diverse array of activities wherein psychologists provide specialty services or work in collaboration across professions and in diverse settings (e.g., medical, school, forensic, business). The course includes multiple experiential assignments and learning opportunities to begin the student's development in training and supervisory competencies.

18:821:658:01 #01389 INTERNSHIP IN CLINICAL PSYCHOLOGY (3 crs)
Walkup

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

Provides a twelve month 1750 hour supervised experience in a setting determined by the program chairperson and the student. Students must have completed all course work, required pre-internship practicum hours, and successfully passed the written comprehensive exams.

18:821:659:01 #01955 PART-TIME INTERNSHIP IN CLINICAL PSYCHOLOGY (1 cr)
Walkup

For students who have approval to complete the supervised experience over a two year period. Register for 1 credit for the spring semester and 2 for fall, totaling 3 credits each year. Same requirements on course work, practica, and comprehensives, and dissertation proposal as above.

Series 826 - School Psychology Courses

18:826:506:01 #01390 GROUP SUPERVISION--SCHOOL PSYCHOLOGY (1 cr)
Segal (M9:00-11:45) (1st year school students)

Required of all FIRST-YEAR NON ADVANCED SCHOOL PSYCHOLOGY STUDENTS during their first semester of practica.

Bi-weekly group supervision discussing issues that arise in practicum settings.

18:826:557 PSYCHO-ED LEARNING DISABILITIES (3 crs)

:01 #05594 A. Verdesco (T4:45 – 7:30pm) (2nd year school students)

:02 #08365 TBD (W4:45 – 7:30pm) (2nd year school students)

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. Two cases needed by each student to meet course requirements.

18:826:602 SCHOOL-BASED PSYCHOLOGICAL INTERVENTIONS (3 crs)

:01 #05205 Shernoff (M9:00-11:45) (2ND year school students)

:02 #09931 Shernoff (W9:00-11:45) (2ND year school students)

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.

18:826:606: ADVANCED PRACTICUM SUPERVISION IN SCHOOL PSYCHOLOGY (3 crs)

:01 #15358 Roth (W4:45-7:30)

:02 #02724 Romasz-McDonald (M4:45-7:30)

:03 #03758 Segal (M4:45-7:30)

:04 #07677 Golding (T9 :00-11:45AM)

Required of all students for two years, starting with the 2nd year.

Focuses on the integration of GSAPP activities with the professional, ethical and legal issues encountered in school practicum placements and on the development of workplace related emotional competencies, including self-awareness.

18:826:616:01 #01392 PROGRAM EVALUATION (3 crs)
Gregory (M9:00-11:45) (3rd year school students)

Develops knowledge, skills, and abilities that contribute to effective planning and evaluation of programs that add value to individuals and groups in organizations (profit, nonprofit) and related community settings. Utilize four phases of the program planning and evaluation process: (a) clarifying the target population to be served, their human service needs, and the relevant context; (b) designing a program that addresses important needs of the target population; implementing the program, making adjustments as indicated; and (d) evaluating the merit of the program. Reading materials, strategies, methods, and techniques integrated into class sessions, and the out-of-class learning activities which include completion of two "real time" program planning and evaluation projects each semester, under supervision of course instructor. Discusses procurement of external funds for program planning and evaluation, proposal development, marketing of professional services, and professional self-management. Extra projects and learning experiences can be available.

18:826:632:01 #01393 INTERNSHIP IN SCHOOL PSYCHOLOGY (3 crs)
Connelly

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

10-11 months paid, supervised experience in a setting determined by the internship coordinator and the student, after completion of all coursework, required practica, and written comprehensive exams.

18:826:633:01 #10016 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR
Connelly (M4:45-7:30)
(Required for school students in Non-appic and APA internships)

This course is required for students in Non-APPIC and Non-APA Internships

The course is designed for advance school psychology doctoral students during their predoctoral internship. It will run as a clinical team seminar every three weeks. Class discussion will focus on professional, ethical, and legal issues faced by interns and professional psychologists in daily practice. Clinical cases will be presented to enhance student learning. Additionally, discussions will focus on the transportability and use of evidenced-based assessment and treatment practices in schools and school-related settings.

18:826:634:01 # **SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR (0 crs)**
Connelly - By permission only

18:826:636:01 #01391 PART-TIME INTERNSHIP IN SCHOOL PSYCHOLOGY
Connelly (1 or 2 crs.--total of 3 credits per year)

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

1,750 hours of supervised experience in a setting determined by the internship coordinator and the student.

18:826:637:01 #13271 PART-TIME INTERNSHIP SEMINAR IN SCHOOL PSYCHOLOGY (BA crs)
Connelly