

**GSAPP Spring 2020 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION**

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

**Register On Line:**

Registration begins on Sunday, November 3 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 21, 2020**

**IMPORTANT DATES**

- Registration period begins.....November 3 (10pm)
- Thanksgiving Day recess.....Nov 28 – Dec 1
- Last day to file for a diploma application for a January PsyM or PsyD .....Jan 6, 2020
- Martin Luther King Hr Day – University closed ..... Jan 20
- First day of Spring semester.....Jan 21
- Last day to file for a diploma application for a May PsyD or PsyM.....April 1
- Spring Break.....Mar 14 – 22

**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 #02064 THEORETICAL FOUNDATIONS OF INTERVENTION-ANALYTIC APPROACH (3 crs)**  
**Bianchi (For 1<sup>st</sup> 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.

**18:820:506:01 #27069 SOCIAL AND DEVELOPMENTAL FOUNDATIONS OF HUMAN BEHAVIOR (3 crs)**

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

**18:820:508 SYSTEMS THEORY & ANALYSIS (3 crs)**  
**:01 #09765 Murphy (T4:45-7:30) (1<sup>st</sup> year school students)**  
**:02 #10994 Riley (T9:00-11:45) (1<sup>st</sup> 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 #04653 HISTORY & SYSTEMS OF PSYCHOLOGY (3 crs)**  
**Lekwa (M1:45-4:30) (2<sup>nd</sup> 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 #03163 Segal (T1:45-4:30) (1<sup>st</sup> year school students)**  
**:02 #10156 Benas W1:45-4:30) (1<sup>st</sup> 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.

**18:820:585 ADVANCED STATS & RESEARCH DESIGN (3 crs)**

**:01 #02006 Lekwa (M9 :00:11 :4) (2<sup>nd</sup> year clinical students)**  
**:02 #06211 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.

**18:820:602:01 # 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.

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

**:01 #04976 Kettler (T9:00—11:00am) (1<sup>st</sup> year school students)**  
**:02 #11669 Kettler (9:00-11:45am) (1<sup>st</sup> 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 #08936            **Schneider (W9:00-11:45) (1<sup>st</sup> year clinical students)**
- :02 #08937            **Rivera Marano(T1:45-4:30) (1<sup>st</sup> 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 #08417**      **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 #03214**      **PROFESSIONAL PRACTICUM PLACEMENT**  
**(3 crs. = one day) Segal**  
**School Practicum**
- 18:820:690:02 #04032**      **PROFESSIONAL PRACTICUM PLACEMENT (3 E crs. = second day)**  
**Segal (School students)**
- 18:820:691:02 #03344**      **PROFESSIONAL PRACTICUM PLACEMENT (BA crs – 3<sup>rd</sup> day pract)**  
**Segal (School students)**
- 18:820:693:01 #09720**      **ADVANCED PROFESSIONAL PRACTICUM/EXTERNSHIP (BA crs)**  
**Segal (School students)**
- 18:820:694:01 #18221**      **ADVANCED PROFESSIONAL PRACTICUM/EXTERNSHIP (BA crs)**  
**Segal (School students)**
- 18:820:695:01 #10022**      **PROFESSIONAL PRACTICUM PLACEMENT (0.5 crs)**  
**Diaz-Martinez (Clinical students)**
- 18:820:696:01 #12114**      **4<sup>th</sup> Year School Psychology PRACTICUM PLACEMENT (0.5 crs)**  
**Segal (one day)**
- 18:820:697:01 #12113**      **4<sup>th</sup> Year School Psychology PRACTICUM PLACEMENT (0.5 crs)**  
**Segal (2<sup>nd</sup> day)**

10/29/2019

**18:820:700:01 #13587      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.

<b>B2 #01744</b>	Boyd-Franklin
<b>C1 #32632</b>	Cain
<b>C2 #04237</b>	Chu
<b>C3 #08381</b>	Cleary
<b>C4 #12867</b>	Connelly
<b>E1 #01238</b>	Elias
<b>F1 #01239</b>	Fagley
<b>F3 #04398</b>	Forman
<b>G1 #15027</b>	Glover
<b>G2 #05392</b>	Gregory
<b>I1 #04494</b>	Indart
<b>K1 #02590</b>	Kelly
<b>K2 #07302</b>	Kettler
<b>L2 #13519</b>	LaRue
<b>L3 #18322</b>	Lyon-Stirling
<b>M1 #01241</b>	Massey
<b>M3 #01242</b>	Messer
<b>M5 #14860</b>	T. Morgan
<b>R1 #05645</b>	Reddy
<b>R2 #06749</b>	Rizvi
<b>R3 #15006</b>	Riley
<b>S2 #01243</b>	Sass
<b>S3 #01244</b>	Schneider
<b>S4 #09279</b>	Shernoff
<b>S5 #02765</b>	Skean
<b>S8 #15524</b>	Selby
<b>W1 #01245</b>	Walkup
<b>W2 #01246</b>	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

18:820:877:01 # (PT-3 crs, FT-6 crs)  
**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 #11137 **TREATMENT AT-RISK ETHNIC MINORITY ADOLESCENTS: SOMERSET PROJECT (BA crs) \*Diversity course**  
**Boyd-Franklin (W1:45-4:30pm)**

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 #10023 **GENERAL GSAPP CLINIC (0.5 crs) Quinn**

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

18:821:547:80 # **INTRODUCTION TO GROUP PSYCHOTHERAPY (3 crs)**  
**Panzer (Highland Park office) (M6:00-8:45pm)**

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.

18:821:562:01 #11292 **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.

18:821:601:01 # **\*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.

**18:821:608:01 #13588 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.

**18:821:616:01 #04654 FAMILY THERAPY (3 crs) Boyd-Franklin (M1:45-4:30pm)  
(2<sup>nd</sup> 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.

**18:821:640:01 #01253 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 #04240 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 #13589      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.

**18:821:647:01 #08607      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 #02728      SUPERVISION & PROFESSIONAL DEVELOPMENT (1 cr)**  
**Diaz-Martinez (M9:00-11:45) (1<sup>st</sup> 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 #11891      TRAINING, SUPERVISION & CONSULTATION (3 crs)**  
**Chu (W9:00-11:45) (3<sup>rd</sup> 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 #01254      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.**

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 #01769 PART-TIME INTERNSHIP IN CLINICAL PSYCHOLOGY (1 cr)**  
**Diaz-Martinez**

**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 #01255 GROUP SUPERVISION--SCHOOL PSYCHOLOGY (1 cr)**  
**Segal (M9:00-11:45) (1<sup>st</sup> 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.

**18:826:544:01 #27073 PEDIATRIC BEHAVIORAL MEDICINE (3 crs)**  
**Forman (M9:00-11:45am)**

Behavioral health care to children and adolescents with chronic or acute medical illness and/or developmental-behavioral concerns in a variety of child-serving settings including the medical clinic or school. Students will be introduced to evidence-based assessment and treatment practices for commonly occurring pediatric conditions. Students will also be introduced to the pediatric medical and health culture and be exposed to various methods of interdisciplinary collaboration.

**18:826:606:** **ADVANCED PRACTICUM SUPERVISION IN SCHOOL PSYCHOLOGY (3 crs)**  
**:01 #15583 Roth (W4:45-7:30)**  
**:02 #02430 Romasz-McDonald (M4:45-7:30)**  
**:03 #03345 Segal (M4:45-7:30)**  
**:04 #06882 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.

**18:826:612 CONSULTATION METHODS (3 crs)**  
**:01 #27074 Reddy (W9:00-11:45)**  
**:02 #27075 Reddy (W1:45-4:30)**

Overview of theory, research, and practice of school-based consultation. Indirect models of delivering educational and mental health services. Methods of improving services for clients by increasing consultee capacities. Behavioral consultation, conjoint behavioral consultation, mental health consultation, instructional

consultation, and instructional consultation approaches addressed. Course requires a school-based consultation project.

**18:826:616:01 #01297 PROGRAM EVALUATION (3 crs)**  
**Gregory (M9:00-11:45) (3<sup>rd</sup> 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 #01258 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 #09019 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 #011561 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 #11886 PART-TIME INTERNSHIP SEMINAR IN SCHOOL PSYCHOLOGY (BA crs)**  
**Connelly**