

GSAPP Spring 2021 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION

GSAPP IS NOT USING THE RUTGERS TELEPHONE REGISTRATION SYSTEM.

Register On Line:

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 19, 2021

IMPORTANT DATES

For dates go to: <https://nbregistrar.rutgers.edu/grad/fallgradcalendar.htm>

Registration begins November 30, 2020 (9:00am)

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 #18133 THEORETICAL FOUNDATIONS OF INTERVENTION-ANALYTIC APPROACH (3 crs)
Durham (For 1st year school students)
(First 10 weeks) (T9:00-11:45)

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 #18134 Nadeem (T4:45-7:30) (1st year school students)
:02 #18135 Riley (T9:00-11:45) (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 #18147 HISTORY & SYSTEMS OF PSYCHOLOGY (3 crs)
Lekwa (M1:45-4:30) (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.

18:820:563:01 #18148 CHILD PSYCHOPATHOLOGY (3 crs)
Segal (W1:45-4:30)

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.

18:820:633 COGNITIVE ASSESSMENT (3 crs)
:01 #18156 Schneider (W9:00-11:45) (1st year clinical students)
:02 #18157 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 #18158 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 :01 #18159 PROFESSIONAL PRACTICUM PLACEMENT
(3 crs. = one day) Hoyos-Nervi
For Clinical Students – Incoming 2020 & after

18:820:689:02 #18160 PROFESSIONAL PRACTICUM PLACEMENT
(3 crs. = one day) Segal
School Practicum

18:820:690:02 #18162 PROFESSIONAL PRACTICUM PLACEMENT (3 E crs. = second day)
Segal (School students)

18:820:691:02 #18163 PROFESSIONAL PRACTICUM PLACEMENT (BA crs – 3rd day pract)
Segal (School students)

18:820:693:01 #18164 ADVANCED PROFESSIONAL PRACTICUM/EXTERNSHIP (BA crs)
Segal (School students)

18:820:694:01 #18165 ADVANCED PROFESSIONAL PRACTICUM/EXTERNSHIP (BA crs)
Segal (School students)

18:820:695:01 #18166 PROFESSIONAL PRACTICUM PLACEMENT (0.5 crs)
Diaz-Martinez (Clinical students)

18:820:696:01 #18167 4th Year School Psychology PRACTICUM PLACEMENT (0.5 crs)
Segal (one day)

18:820:697:01 #18168 4th Year School Psychology PRACTICUM PLACEMENT (0.5 crs)
Segal (2nd day)

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.

B1 #18169	Bal
B2 #18170	Boyd-Franklin
C1 #18171	Cain
C2 #18172	Chu
C3 #18173	Cleary
C4 #18174	Connelly
C5 #18175	Conway
E1 #18176	Economou
E2 #18177	Elias
F1 #18178	Fagley
F2 #18179	Fishman
F3 #18180	Forman
G1 #18181	Glover
G2 #18182	Gregory
I1 #18183	Indart
K1 #18184	Kelly
K2 #18185	Kettler
L1 #18186	LaRue
L2 #18177	Lyon-Stirling
L3 #18188	Lekwa
L4 #18189	Liotta
M1 #18190	Massey
M2 #18191	Messer
M3 #18192	T. Morgan
R1 #18193	Reddy
R2 #18194	Riley
R3 #18195	Rizvi
R4 #18196	Rotgers
S1 #18197	Sass
S2 #18198	Schneider
S3 #18199	Selby
S4 #18200	Shernoff
S5 #18201	Skean
W1 #18202	Walkup
W2 #18203	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 #18149 PSYCHOLOGICAL INTERVENTIONS WITH ETHNIC MINORITY AND FAMILIES**
(3 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 #18209 GENERAL GSAPP CLINIC (0.5 crs) Quinn**

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

- 18:821:555:01 #18212 CBT ANXIETY AND DEPRESSION (3 crs)**
Riley (W9:00-11:45)

Prerequisite: 18:820:504 or instructor's approval.

This course focuses on the clinical application of cognitive and behavioral principles and interventions in the context of treating adults with anxiety and depression disorders. Assessments and interventions will be those that have received significant support in the empirical literature and will include traditional cognitive and behavioral interventions and a brief introduction to third-wave approaches (e.g., Acceptance and Commitment Therapy). Students learn the value of conducting evidence-based assessment and in conducting ongoing progress monitoring; they will generate a cognitive-behavioral case conceptualizations and treatment plans; and they will learn to implement specific cognitive and behavioral strategies, using principles-based and manual-based approaches. Students will have a variety of opportunities to gain experiential practice that may include treating a case in conjunction with the class, receiving consultation on a current case the student is treating, or completing other practice-oriented assignments. The emphasis for experiential practice will be on implementing cognitive-behavioral strategies and implementing outcomes and psychotherapy process assessment in clinical cases. Topics will focus primarily on adult anxiety and depression.

- 18:821:562:01 #18213 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.

**18:821:603:01 #18215 PSYCHOTHERAPY INTEGRATION
Kelly (F1:45-4:30)**

This seminar covers the history of psychotherapy integration, the major established approaches to psychotherapy integration with individuals and couples, application of integration to DSM-5 disorders, research on psychotherapy integration, and the future of psychotherapy integration. All major models of psychotherapy can be considered for integration within this class. Students will learn several evolving perspectives on psychotherapy integration, demonstrate familiarity with several specific models of combining treatments from different psychotherapy orientations, learn and demonstrate their own coherent application of the material, and demonstrate familiarity with the empirical support that these treatments have received. The course considers diverse clients and multiple disorders and problems to which psychotherapy integration can be applied. It also provides a space for students to consider the any of various established treatment models that excite them and combine them in a coherent and useful fashion, thus building on what they have learned from the foundations and single orientation classes they have had thus far.

18:821:605:01 #18216 INTEGRATIVE PERSPECTIVES ON TRAUMA (3 crs)

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 #18217 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 #18218 FUNDAMENTALS OF DBT (3 crs)

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.

**18:821:616:01 #18219 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.

**18:821:617:01 #18220 PSYCHOANALYTIC CASE FORUMATION & DIAGNOSIS (3 crs)
Cain (M1:45-4:30)**

This is a year-long course designed to be an intensive case seminar for intermediate and advanced doctoral students who are currently treating at least one child or adult psychotherapy client from a psychoanalytic perspective. This course will utilize clinical experiences with adult and child psychotherapy clients to focus on complex clinical issues in psychodynamic psychotherapy, integrating case presentations with assigned reading from the empirical, theoretical/clinical, and professional literatures. Over the course of the academic year, students will have several opportunities to present diagnostic and session material, as well as to develop supervisory and consultation skills. This course also offers an exciting opportunity to learn from and to receive case consultation from senior clinicians at the Austen Riggs Center, a residential psychodynamic treatment facility in Stockbridge, MA. Faculty from the Austen Riggs Center will join course sessions via Zoom throughout the academic year to present on a variety of psychoanalytic topics unique to their milieu as well as to provide consultation for ongoing clinical cases being presented in this seminar. In addition, the class will travel to the Austen Riggs Center once in the fall semester and once in the spring semester.

**18:821:625:01 #18221 CBT THEORY & PRACTICE I (3 crs)
Wilson (T1:45:430)****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 #18222 BEHAVIORAL MEDICINE
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 #18223 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.

18:821:641: CBT FOUNDATIONS SUPERVISION GROUPS (1.5 crs)
1st Year Clinical Students

D1 #18224	Diaz-Martinez
H1 #18225	Hoyos-Nervi
H2 #18226	Hoyos-Nervi
K1 #18227	Kelly
W1 #18228	Wilson

18:821:642: PSYCHODYNAMIC FOUNDATIONS SUPERVISION GROUPS (1.5 crs)
1st Year Clinical Students

C1 #18229	Cain
H1 #18230	Hersey
L1 #18231	Lyon-Stirling
L2 #18232	Lyon-Stirling
L3 #	Lyon-Stirling

18:821:643:01 #18233 ADVANCED ANALYTIC GROUP SUPERVISION (1 cr)
McWilliams (M4:30-5:45)

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.

18:821:647:01 #18234 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 #18236 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 #18237 TRAINING, SUPERVISION & CONSULTATION (3 crs)
TBD (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 #18238 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 # 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 #18240 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.

**18:826:544:01 #18241 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.

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 #18249* SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR (0 crs)
Durham - *By permission only

18:826:636:01 # PART-TIME INTERNSHIP IN SCHOOL PSYCHOLOGY
Durham (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 # PART-TIME INTERNSHIP SEMINAR IN SCHOOL PSYCHOLOGY (BA crs)
Durham