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 (M1:45-430) (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.
ADVANCED STATS & RESEARCH DESIGN (3 crs)
:01   #18159 Lekwa (M9:00-11:45) (2nd year - clinical students)
:02   #18151 Cleary (T1:45-4:30) (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.

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.

SEMINAR IN PROF PSYCHOLOGY/DIVERSITY (3 crs)

ADD DESCRIPTION

PROFESSIONAL ETHICS (3 crs)
Skean (T9:00-11:45)

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

SOCIAL-EMOTIONAL, BEHAVIORAL, AND PERSONALITY ASSESSMENT/CHILD (3 crs)
TBD (M4:45-7:30) (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 #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)
Díaz-Martínez (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)
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  ** DISSEMINATION 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)
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.
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.

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.

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.

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.

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)

11/10/2020
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.
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 #18242 Romasz-McDonald (T8:30-11:30)
   :02 #18243 Romasz-McDonald (M4:45-7:30)
   :03 #18244 Segal (M4:45-7:30)

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.

18:826:612:01 #18245 CONSULTATION METHODS (3 crs)
Reddy (W9:00-11:45)

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 #18246 PROGRAM EVALUATION (3 crs)
Gregory (T1:45-4:30) (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 #18247 INTERNSHIP IN SCHOOL PSYCHOLOGY (3 crs)
Durham

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 #18248 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR
Durham (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 advanced 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 #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