

GSAPP Spring 2022 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 18, 2022

IMPORTANT DATES

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

Registration begins November 29, 2021 (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 #16988 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.

18:820:506:01 #16989 SOCIAL AND DEVELOPMENTAL FOUNDATION OF HUMAN BEHAVIOR (3 crs) Walkup (T9:00-11:45am)

18:820:508 SYSTEMS THEORY & ANALYSIS (3 crs)
:01 #16990 TBD (T9:00-11:45) (1st year clinical students)
:02 #16991 Nadeem (W9:00-11:45) (1st year school 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.

18:820:526:01 #17003 ASSESSMENT AND DATA-BASED DECISION MAKING IN MTSS (3 crs)
Lekwa (T4:45-7:30pm)

18:820:550:01 #17005 HISTORY & SYSTEMS OF PSYCHOLOGY (3 crs)
Lekwa (M9:00-11:45am) (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 #17003 CHILD PSYCHOPATHOLOGY (3 crs)
Segal (T1:45-4:30)

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.

18:820:563:01 #17007 CHILD PSYCHOPATHOLOGY (3 crs)
Benas (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.

18:820:585 ADVANCED STATS & RESEARCH DESIGN (3 crs)
:01 #17009 DiCrecchio (M9 :00-11:45) (2nd year - clinical students)
:02 #17010 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.

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.

18:820:631:01 #17012 SOCIAL-EMOTIONAL, BEHAVIORAL, AND PERSONALITY ASSESSMENT/CHILD (3 crs)
Elliott (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 #17013 Schneider (W9:00-11:45) (1st year clinical students)
:02 #17014 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.

- 18:820:639:01 #17015 PERSONALITY ASSESSMENT/ADULT (3 crs)**
Sass (T1 :45-4 :30pm)
- 18:820:640:01 #17016 ELEMENTS OF PSYCHODYNAMIC THERAPY (1.5 crs)**
Lyon-Stirling (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 #17017 PROFESSIONAL PRACTICUM PLACEMENT**
(3 crs. = one day) Hoyos-Nervi
For Clinical Students – Incoming 2020 & after
- 18:820:689:02 #17018 PROFESSIONAL PRACTICUM PLACEMENT**
(3 crs. = one day) Segal
School Practicum
- 18:820:690:02 #17019 PROFESSIONAL PRACTICUM PLACEMENT (3 E crs. = second day)**
Segal (School students)
- 18:820:691:02 #17020 PROFESSIONAL PRACTICUM PLACEMENT (BA crs – 3rd day pract)**
Segal (School students)
- 18:820:693:01 #17021 ADVANCED PROFESSIONAL PRACTICUM/EXTERNSHIP (BA crs)**
Segal (School students)
- 18:820:694:01 #17022 ADVANCED PROFESSIONAL PRACTICUM/EXTERNSHIP (BA crs)**
Segal (School students)
- 18:820:695:01 #17023 PROFESSIONAL PRACTICUM PLACEMENT (0.5 crs)**
Diaz-Martinez (Clinical students)
- 18:820:696:01 #17024 4th Year School Psychology PRACTICUM PLACEMENT (0.5 crs)**
Segal (one day)
- 18:820:697:01 #17025 4th Year School Psychology PRACTICUM PLACEMENT (0.5 crs)**
Segal (2nd day)
- 18:820:700:01 #17026 DISSERTATION PREPARATION AND RESEARCH (3 crs)**
Shernoff (T9:00-11:45am)

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 #17027	Bal
B2 #17028	Boyd-Franklin
C1 #17029	Cain
C2 #17030	Chu
C3 #17031	Cleary
C4 #17032	Connelly
E1 #17033	Economou
E2 #17034	Elias
F3 #17037	Forman
G1 #17038	Glover
G2 #17039	Gregory
I1 #17040	Indart
K1 #17041	Kelly
K2 #17042	Kettler
L1 #17043	LaRue
L2 #17044	Lekwa
L3 #17045	Lyon-Stirling
L4 #17046	Liotta
M1 #17047	Massey
R1 #17048	Reddy
R2 #17049	Rizvi
R3 #17050	Riley
S1 #17052	Sass
S2 #17053	Schneider
S3 #17054	Shernoff
S4 #17055	Skean
W1 #17057	Walkup
W2 #17058	Williams
W3 #19091	Wilson

18:820:703:01 #*	DISSERTATION IN PROFESSIONAL PSYCHOLOGY (1 cr) <u>By permission only.</u> 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

18:821:543:01 #17066 GENERAL GSAPP CLINIC (0.5 crs) Quinn

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

**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 #17069 INTEGRATIVE PERSPECTIVES ON TRAUMA (3 crs)
Indart (W1:45-4:30pm)**

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 #17070 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 #17071 FUNDAMENTALS OF DBT (3 crs) Rizvi (F9:00-11:45am)

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 #17072 **FAMILY THERAPY (3 crs) TBD (T1:45-4:30pm)**
(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.

18:821:631:01 #17073 **BEHAVIORAL MEDICINE**
TBD (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.

18:821:633:01 #17074 **EXISTENTIAL, PHENOMOLOGICAL AND HUMANISTIC PSYCHOLOGY**
PSYCHOTHERAPY (3 crs) Sass (W4:45-7:30pm)

Introduction to phenomenological, existential, and hermeneutic approaches to clinical psychology with emphasis on psychopathology. The course includes discussion of the relevant philosophical background and possibly of certain poststructuralist developments relevant to understanding these systems of psychological understanding and their place in the history of psychology. In the past, readings have included philosophers (selected from the following: Husserl, Heidegger, Merleau-Ponty, Sartre, Foucault) and various psychologists and psychiatrists (Jaspers, Binswanger, Minkowski, Blankenburg, Schachtel, Laing). Student interests are taken into account in the selection of topics.

18:821:636:01 # **INTERGRATIVE COUPLE THERAPY II (3 crs)**
Skean (M1:45-4:30pm)

Students will learn the theoretical and empirical bases of various modalities of couples therapy, such as Behavioral Couple Therapy, Emotionally Focused Therapy, Imago, Experiential/Body-Based Treatment, and the Gottman Method. Students will also learn about treating couples using systems- and multiculturally-informed perspectives. To facilitate application of the material, students will review tape of real couples therapy sessions and may have the option to take on their own couple case. Special topics include trauma, mindfulness/self-regulation, individual psychopathology, family caregiving (kids, parents, extended family), sex therapy, infidelity, intimate partner violence, and separation/divorce. Students will have the opportunity to take this as a year-long course to receive comprehensive training in couple therapy. However, students have the option of taking either semester of this course, depending on scheduling availability and interests in topics covered.

18:821:640:01 #17075 **SHORT-TERM DYNAMIC PSYCHOTHERAPY (3 crs)**
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**

B1 #17076	Benas
D1 #17077	Diaz-Martinez
H1 #17078	Hoyos-Nervi
H2 #17079	Hoyos-Nervi
K1 #17080	TBD
L1 #17081	TBD
W1 #17082	Waters

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

A1 #17083	Aizenman
K1 #17084	TBD
L1 #17085	Lyon-Stirling
L2 #17086	Lyon-Stirling
L3 #17087	Lyon-Stirling
N1 #17088	Newport
W1 #17089	Walkup

**18:821:643:01 #17090 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.

18:821:644:01 #17091 MULTICULTURAL SUPERVISION (1 cr) Khan (T4:45-6:00pm)

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 #17092 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 #17094 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 #17095 TRAINING, SUPERVISION & CONSULTATION (3 crs)
Hoyos-Nervi (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 #17096 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 #17098 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 #17099 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 #17100 **Segal (M4:45-7:30)**
 :02 #17101 **Romasz-McDonald (M4:45-7:30)**
 :03 #17102 **Alperin (W9:00-11:45am)**
 :04 #17103 **TBD (W4:45-7:30pm)**

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)**
 Reddy (W9:00-11:45)

:01 #17104
 :02 #17105

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 #17106 **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 #17107 **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 #17108 **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 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.

**18:826:636:01 # 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**