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 17, 2023

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

Registration begins...............................................................November 7, 2022 (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.
COURSES WITH INSUFFICIENT ENROLLMENT WILL NOT BE OFFERED

Series 820 - Professional Psychology Courses

18:820:503:01 #14146 THEORETICAL FOUNDATIONS OF INTERVENTION-ANALYTIC APPROACH (3 crs)
Durham (For 1st year school students)
(First 10 weeks) (M9:00-11:45)

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 #14147 SOCIAL AND DEVELOPMENTAL FOUNDATION OF HUMAN BEHAVIOR (3 crs) Walkup (T9:00-11:45am)

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 #14148 Ross (T9:00-11:45) (1st year clinical students)
:02 #14149 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 #14158 ASSESSMENT AND DATA-BASED DECISION MAKING IN MTSS (3 crs)
Foster (T4:45-7:30pm)

The purpose of this course is to provide students with the foundational knowledge and applied skills required to engage in multiple forms of assessment used within MTSS frameworks, and to use data collected from such assessments to guide decision making and consultation at the individual and systems levels. This course will help students learn the basics of educational measurement, assessment, and evaluation, and will familiarize students with current best-practices in data-based decision making. It is expected that students completing this course will be able to translate findings from research into data practices that guide and improve services for all learners.

10/18/2022
Students who take this course will build upon their knowledge of assessment and intervention in MTSS, as well as their knowledge of how children develop reading skills. Lessons will cover key constructs involved in development of literacy, how highly effective elementary reading instruction is planned and delivered, and how to plan and deliver increasingly individualized interventions to help all students grow in reading skill.

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.

This course offers an interpretive or hermeneutic perspective on psychological aspects of modern culture and society. The focus will be on various forms of psychopathology, particularly schizoid and schizophrenic conditions, and, to a lesser extent, narcissistic personality, depression, and eating disorders, and on exemplary expressions of modernist and postmodernist culture--with each being used to shed light on the nature of self and subjectivity in the modern era. The course should serve, among other things, as an introduction to hermeneutics, phenomenology, and cultural psychology as alternative approaches to an understanding of personality and psychopathology.

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.

Descriptive and experimental psychopathology of childhood covers disorders usually first evident in infancy, childhood, or adolescence; includes mental retardation, attention deficit disorders, conduct disorders, anxiety disorders, pervasive developmental disorders, disorders with physical manifestations, and related DSM-IV categories. Demonstrations, interviews and observation.
18:820:575:01 #14163 DIVERSITY & RACIAL IDENTITY (3 crs)  
Kelly (W1:45-4:30pm)

*Fulfills “Diversity Requirement”*

Using an empirically and theoretically based seminar format with both didactic and discussion components, provides knowledge of important advances in racial, ethnic, and diversity issues. Teaches about the history, experiences, and backgrounds of African-Americans, Asian, and Latino populations likely to be encountered in one’s practice. Examines how diverse factors such as one’s sexuality, gender, religion, socioeconomic status, and tendency to stereotype pertain to human functioning. Students learn to alter and improve consideration of what is healthy or abnormal, while acquiring a broader repertoire of effective practices with diverse populations in the areas of intervention, assessment, research, and training as well as cross-cultural societal and organizational contexts. Course meets diversity requirement and may facilitate preparation for dissertation and/or comprehensive exams.

18:820:585 ADVANCED STATS & RESEARCH DESIGN (3 crs)  
:01 #14164 DiCrecchio (M9:00-11:45) (2nd year - clinical students)  
:02 #14165 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 # 14167 SOCIAL-EMOTIONAL, BEHAVIORAL, AND PERSONALITY ASSESSMENT/CHILD (3 crs)  
Foster (W1:45-7:30) (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)  
Required for 1st year clinical students

:01 #14168 Schneider (T1:45-4:30)  
:02 #14169 Rivera Marano(T1:45-4:30)
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 #14170 PERSONALITY ASSESSMENT/ADULT (3 crs)
Sass (T1:45-4:30pm)

An introduction to the use of the major (so-called) “projective” techniques in psychological assessment: the Rorschach Inkblot Method and the Thematic Apperception Test. The main focus will be on learning to administer, code (in the case of the Rorschach), and interpret these tests. Individual supervision is provided.

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

Recommended for 1st year clinical students

Pre requisite: 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

18:820:689:01 #14172 PROFESSIONAL PRACTICUM PLACEMENT (3 crs. = one day) Hoyos-Nervi
For Clinical Students – Incoming 2020 & after

18:820:689:02 #14173 PROFESSIONAL PRACTICUM PLACEMENT (3 crs. = one day) Weiss
School Practicum

18:820:690:02 #14174 PROFESSIONAL PRACTICUM PLACEMENT (3 E crs) – (2nd day) for students who entered prior to 2020
Weiss (School students)

18:820:693:01 #14176 ADVANCED PROFESSIONAL PRACTICUM/EXTERNSHIP (BA crs)
Weiss (School students)

18:820:694:01 #14177 ADVANCED PROFESSIONAL PRACTICUM/EXTERNSHIP (BA crs)
Weiss (School students)

18:820:695:01 #14178 PROFESSIONAL PRACTICUM PLACEMENT (0.5 crs)
Diaz-Martinez (Clinical students)

18:820:696:01 #14179 4th Year School Psychology PRACTICUM PLACEMENT (0.5 crs)
Segal (one day)

18:820:697:01 #14180 4th Year School Psychology PRACTICUM PLACEMENT (0.5 crs)
Segal (2nd day)
**18:820:700:01 #14181**  DISSERTATION PREPARATION AND RESEARCH (3 crs)  
Shernoff (T9:00-11:45am)

Dissertation research design and conduct, from selecting a topic through interpreting the results, and writing the final manuscript. Group supervision in dissertation research. This course can be used to meet some of the 9 required dissertation credits.

**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 #14182 Bal  
B2 #14183 Boyd-Franklin  
C1 #14184 Cain  
C2 #14185 Chu  
C3 #14186 Cleary  
C4 #14187 Connelly  
D1 #18348 Diaz-Martinez  
E1 #14188 Economou  
E2 #14189 Elias  
F3 #14192 Forman  
G1 #14193 Glover  
G2 #14194 Gregory  
I1 #14195 Indart  
K1 #14196 Kelly  
K2 #14197 Kettler  
L1 #14198 LaRue  
L2 #14199 Lekwa  
L3 #14200 Lyon-Stirling  
R1 #14203 Reddy  
R2 #14204 Riley  
R3 #14205 Rizvi  
S1 #14207 Sass  
S2 #14208 Schneider  
S3 #14209 Shernoff  
S4 #14210 Skean  
W1 #14212 Walkup  
W2 #14213 Williams

**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
(PA-3 crs, FT-6 crs)

18:820:877:01 #
TEACHING ASSISTANTSHIP (BA)
To register, students must be appointed by the University
(PA-3 crs, FT-6 crs)

Series 821 - Clinical Psychology Courses

18:821:538:01 #14219 TREATMENT AT-RISK ETHNIOC MINORITY ADOLESCENTS IN CLINICS AND
SCHOOLS (3 crs)

*Fulfills diversity requirement
Addresses the treatment of at-risk, ethnic-minority adolescents in clinics and schools. Explores culture
dynamics for African-American and Latino adolescents and their families. Provides 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 #14220 GENERAL GSAPP CLINIC (0.5 crs) Quinn
For students seeing clients in the clinic.

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 #14223 INTEGRATIVE PERSPECTIVES ON TRAUMA (3 crs)
Saraiya (M1:45-4:30pm)

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 #14224 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 #14225 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.

18:821:636:01 #14228 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 #14229 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

A1 #18349 Antinoro
A2 #18350 Avny
D1 #14231 Diaz-Martinez
18:821:642: PSYCHODYNAMIC FOUNDATIONS SUPERVISION GROUPS (1.5 crs)
1st Year Clinical Students

A1 #14237 Aizenman
L1 #14239 Lyon-Stirling
L2 #14240 Lyon-Stirling
N1 #14242 Newport
W1 #14243 Walkup
W2 #18351 Wolkin

18:821:643:01 #14244 ADVANCED ANALYTIC GROUP SUPERVISION (1 cr)
Lyon-Stirling (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 #14245 MULTICULTURAL SUPERVISION (1 cr)
Khan (T5:00-6:30pm)

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 #14246 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.
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.

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 one's 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.

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.

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.

GROUP SUPERVISION--SCHOOL PSYCHOLOGY (1 cr)
Weiss (T9:00-11:45am) (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.

PEDIATRIC BEHAVIORAL MEDICINE (3 crs)
Katie Devine (T4:45-7:30pm)

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 #14254 Deitz (M4:45-7:30)
:02 #14255 Romasz-McDonald (M4:45-7:30)
:03 #14256 Alperin (W9:00-11:45am)
:04 #14257 Weiss (W1:45-4:12:25:30pm)

**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)**

:01 #14258 Shernoff (W9:00-11:45am)
:02 #14259 Foster (T9:00-11:45am)

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 #14260: PROGRAM EVALUATION (3 crs)**

DiCrecchio (T9:00-11:45am) (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 (c) 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 #14261: 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: 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