Blueprint for the Graduate School of Applied and Professional Psychology

2017-2022
The Graduate School of Applied and Professional Psychology (GSAPP) claims a rich history as a preeminent professional school of psychology. Today, we begin a new chapter in our evolution, and this strategic plan—Excellence: Inspire. Prepare. Excel.—guides our work in meeting the challenges of a new millennium.

Consistent with our mission to provide excellent training, research, and service in psychology, we embark on this journey of defining ourselves and again placing our mark on the profession. Our ethos is the result of our strong traditional history coupled with a commitment to excellence, and GSAPP is uniquely positioned to meet the psychological needs of our rapidly changing and evolving society.

Professional schools of psychology face many challenges, and our response to financial and other pressures, while measured, must be innovative. As we work to realize the design set forth in this blueprint, GSAPP will retain its standard of excellence and continue to serve the vulnerable, as we lead with the innovative practices that are the hallmark of our acclaimed program.

This document builds on GSAPP’s strengths, brings clarity to our decision-making processes, and prepares us to tackle contemporary challenges, while remaining faithful to the traditions we value. With this plan, we renew our commitment to preparing students who will excel in professional practice and who are equipped to assume leadership in a changing world. This blueprint is the plan we will follow as we build upon our distinguished past and create the future of GSAPP.

Sincerely,

Francine Conway, PhD
Dean & Distinguished Professor
Graduate School of Applied and Professional Psychology
Rutgers, The State University of New Jersey

A Message from the Dean
The Graduate School of Applied and Professional Psychology at Rutgers University is highly ranked by multiple outlets and metrics and offers two distinguished programs: the Clinical Psychology PsyD program and the School Psychology PsyD program. Students have the opportunity to refine their clinical and assessment skills through faculty-led clinics in GSAPP’s Center for Psychological Services, and the community receives effective, specialized, low-cost mental health services and community mental health training. The School Psychology Program delivers critical services in predominantly high-poverty schools in New Jersey, including instructional coaching, behavioral support intervention coaching, and school climate improvement initiatives. Students in the Clinical and School Psychology PsyD programs have provided approximately 90,000 hours of intervention and 13,000 hours of assessment to clients in New Jersey, New York, and nearby states since 2014.

GSAPP also has affiliated partnerships with agencies and schools serving children and adults with diverse mental health needs in the New York, New Jersey and Philadelphia areas. Through these endeavors, GSAPP fulfills a commitment to serve the community, especially the underserved, while providing the hands-on experience that is a hallmark of our program.

GSAPP’s School Psychology and Clinical Psychology programs are fully accredited by the American Psychological Association. These programs have remained fully accredited since that time.

GSAPP faculty participate in the pivotal Virginia Beach Conference on the training of professional psychologists, which enunciates the principal that professional training is best accomplished in a university setting.

A report prepared by nationally prominent professional and academic senior psychologists from around the country describes GSAPP as “the very best school for the PsyD degree” and “the standard of quality against which other PsyD programs should be measured.”

The Association for the Advancement of Behavior Therapy presents GSAPP with the Outstanding Training Program Award.

GSAPP Today
The Graduate School of Applied and Professional Psychology at Rutgers University is highly ranked by multiple outlets and metrics and offers two distinguished programs: the Clinical Psychology PsyD program and the School Psychology PsyD program. Students have the opportunity to refine their clinical and assessment skills through faculty-led clinics in GSAPP’s Center for Psychological Services, and the community receives effective, specialized, low-cost mental health services and community mental health training. The School Psychology Program delivers critical services in predominantly high-poverty schools in New Jersey, including instructional coaching, behavioral support intervention coaching, and school climate improvement initiatives. Students in the Clinical and School Psychology PsyD programs have provided approximately 90,000 hours of intervention and 13,000 hours of assessment to clients in New Jersey, New York, and nearby states since 2014.

GSAPP also has affiliated partnerships with agencies and schools serving children and adults with diverse mental health needs in the New York, New Jersey and Philadelphia areas. Through these endeavors, GSAPP fulfills a commitment to serve the community, especially the underserved, while providing the hands-on experience that is a hallmark of our program.

The Gold Standard

1977
GSAPP’s School Psychology and Clinical Psychology programs are fully accredited by the American Psychological Association. These programs have remained fully accredited since that time.

1978
GSAPP faculty participate in the pivotal Virginia Beach Conference on the training of professional psychologists, which enunciates the principal that professional training is best accomplished in a university setting.

A report prepared by nationally prominent professional and academic senior psychologists from around the country describes GSAPP as “the very best school for the PsyD degree” and “the standard of quality against which other PsyD programs should be measured.”

1993
The Association for the Advancement of Behavior Therapy presents GSAPP with the Outstanding Training Program Award.

1999
The Association for the Advancement of Behavior Therapy presents GSAPP with the Outstanding Training Program Award.
Leading Degree Programs

Clinical Psychology
The GSAPP Clinical Psychology program claims the distinction not only of being the first university-based PsyD program, but also of being the first APA accredited PsyD program—a distinction that it has retained throughout its history. GSAPP is a top-rated clinical PsyD program, and its students boast the second-highest mean score on the Examination for Professional Practice in Psychology for the US clinical PsyD degree.

Our doctoral programs are leaders in the nation, with over 90% of clinical psychology students passing the Examination for Professional Practice in Psychology and a 95th percentile ranking for grant dollars received by our school program faculty.

School Psychology
The GSAPP School Psychology PsyD program is the only APA-accredited PsyD program in the Association of American Universities. A standard-bearer in the field, the GSAPP School Psychology program scores in the 95th percentile for grant dollars received, as well as citations per faculty member. The school is in the 80th percentile for articles per faculty member.

Center for Applied Psychology
The main purpose of our centers and clinics is to train future psychologists, who participate in projects and practica while providing mental health services to underserved communities. These include:

**Center for Applied Psychology**
At the Center for Applied Psychology, students are able to apply psychological knowledge in a variety of institutional settings. Current initiatives include:

- **Inclusive Schools Climate Initiative**
- **Partnership with the NJ Department of Education Promoting Successful School Climates**
- **The Haven Project**
- **School Based Mental Health Services**
- **Answer**
- **National Sex Education Center**

Sex, Etc. magazine and its corresponding website take a peer-to-peer approach in providing young people with medically accurate sexual health information. The magazine has a distribution of 21,000 issues, and sexetc.org receives more than one million unique visitors and has hundreds of thousands of social media followers.

The Center is transforming behavioral health and improving clinical care using cutting-edge technology and innovations, such as cloud-based OWL Insights behavioral software and web-based video recordings of sessions.

Center for Psychological Services
A state-of-the-art outpatient training clinic providing mental health services for a wide range of populations, disorders, and difficulties, the Center for Psychological Services comprises 10 specialized clinics:

- Psychological Services Clinic – Assessment
- Psychological Services Clinic – Therapy
- New Jersey Couples Clinic
- The Tourette Syndrome Clinic
- Group Psychotherapy Services
- Dialectical Behavior Therapy (DBT) Clinic
- Women Helping Women at Rutgers
- Youth Anxiety and Depression Clinic (YAD-C)
- Foster Care Counseling Project (FCCP)
- Anxiety Disorders Clinic (ADC)

Our doctoral programs are leaders in the nation, with over 90% of clinical psychology students passing the Examination for Professional Practice in Psychology and a 95th percentile ranking for grant dollars received by our school program faculty.
Increasing recognition of public health consequences of addictions of all kinds, including the opioid epidemic, underscores the need for basic science, treatment and policy research and education. For over 50 years, the Center of Alcohol Studies has been dedicated to serving these missions for our communities.

**Increasing recognition of public health consequences of addictions of all kinds, including the opioid epidemic, underscores the need for basic science, treatment and policy research and education. For over 50 years, the Center of Alcohol Studies has been dedicated to serving these missions for our communities.**

Douglass Developmental Disabilities Center
Established in 1972, the Douglass Developmental Disabilities Center (DDDC) serves people with autism across the stages of their lives, as well as their families, using the principles of Applied Behavior Analysis. The center is committed to educating undergraduate and graduate students and disseminating knowledge through research, training, and consultative services.

Today, one in 68 children nationally, and one in 41 in New Jersey, are diagnosed with an autism spectrum disorder (ASD), a developmental disability that can cause significant social, communication, and behavioral challenges.

**Douglass Developmental Disabilities Center**
Established in 1972, the Douglass Developmental Disabilities Center (DDDC) serves people with autism across the stages of their lives, as well as their families, using the principles of Applied Behavior Analysis. The center is committed to educating undergraduate and graduate students and disseminating knowledge through research, training, and consultative services.

Today, one in 68 children nationally, and one in 41 in New Jersey, are diagnosed with an autism spectrum disorder (ASD), a developmental disability that can cause significant social, communication, and behavioral challenges.

**Rutgers Center for Adult Autism Services**
A first-of-its-kind residential and day program for adults with Autism Spectrum Disorder (ASD), when completed, the Rutgers Center for Adult Autism Services (RCAAS) will make an independent and fulfilling life possible. Simultaneously, it will advance research and ensure that each year, a cadre of graduates leaves Rutgers prepared to enter careers in support of this underserved population.

In the next decade, as many as 500,000 children with autism in the United States will reach adulthood.

The demand for support, programs, employment, and housing already has created a crisis.

**Rutgers Center for Adult Autism Services**
A first-of-its-kind residential and day program for adults with Autism Spectrum Disorder (ASD), when completed, the Rutgers Center for Adult Autism Services (RCAAS) will make an independent and fulfilling life possible. Simultaneously, it will advance research and ensure that each year, a cadre of graduates leaves Rutgers prepared to enter careers in support of this underserved population.

In the next decade, as many as 500,000 children with autism in the United States will reach adulthood.

The demand for support, programs, employment, and housing already has created a crisis.

**Center of Alcohol Studies**
The Center of Alcohol Studies (CAS), in operation at Rutgers for more than 50 years, is a multidisciplinary institute dedicated to addiction research, education, and training. The center provides educational and training experiences to Rutgers undergraduate and graduate students as well as post-baccalaureates, post-doctoral fellows, paraprofessionals, and professionals interested in improving the lives of individuals with substance addictions, and contributes to the dialog around public policies that impact alcohol and drug use, misuse, and dependence.
At the core of our strategic initiatives are two important foundational elements:

**Preserve & Enhance Excellence in Academic Quality**

GSAPP offers a rich and highly rated education, a nurturing and supportive student experience, and talented and renowned faculty members, who excel in teaching, scholarship, and professional service. These strengths attract diverse and high-achieving students, both nationally and internationally. Our students have options to pursue applied programs, to take advantage of national and international practica, and to attend interdisciplinary programs that provide multiple perspectives on professional practice, leveraging Rutgers University’s prime location near two major metropolitan areas—New York and Philadelphia—as well as the university’s Big 10 collaborations and resources. Therefore, we resolve to:

- train our students to use the best psychological science to promote the public good, including supporting underserved populations, using innovations in the field, and focusing on diversity and social justice;
- attract, recruit, and retain talented and diverse students;
- maintain our faculty’s national and international expertise in a diverse set of content areas (e.g. Autism, Dissemination and Implementation Science, Integrated Behavioral Health Assessments, Consultation, Alcohol and Substance Use Prevention and Treatment, Achievement and Performance, Diversity); and
- promote and reward excellence in teaching, scholarship, and community engagement.

Thanks to extensive grant funding from federal agencies and foundations, our students benefit from exposure to a diversity of theoretical orientations, training, and opportunities to take part in faculty-led research projects.

**Fortify Infrastructure to Ensure Academic Quality, Growth & Excellence**

Underpinning our efforts for the next five years and beyond will be a uniquely adapted and robust infrastructure that aligns all of GSAPP’s centers and academic units with GSAPP’s mission and training purpose. To that end, we will develop infrastructure that prioritizes adequate financial resources; capital and physical facilities; and information technology through the development of the following key offices:

**Office of Advancement**

This office will strengthen relationships with alumni, donors, and external stakeholders; refine GSAPP’s brand as a model program of the university; market the school as an asset to local and international communities, promote outstanding student, faculty, and alumni achievements; and connect alumni to the ongoing experience and accomplishments of GSAPP.

**Office of Professional Development and Continuing Studies**

This office will meet the training needs of professional psychologists and other behavioral health professionals through continuing education, non-matriculation, certificate, and advanced professional training programs in a variety of online and blended formats.

**Office of Sponsored Research and Grants**

We will recruit a grant specialist to support faculty research activities.

We recognize that our faculty and staff are central to our success as a school, and we will develop appropriate mechanisms to reward members of our community who are good stewards of GSAPP’s resources.
The Blueprint

GSAPP aims to inspire students to embrace the school’s core values—academic excellence, commitment to social justice and underserved populations, diversity of populations and perspectives, and generation and dissemination of knowledge. We prepare our students through our excellent scholarly and applied training opportunities to find their passion, make a difference, and excel. The school is a model for diversity and inclusion, and prepares students who are intellectually engaged and excel academically and professionally.

Excellence:

STRATEGIC PRIORITY #1
Innovative New Degree & Non-Degree Programs

We inspire our students by offering state-of-the-art empirically supported, contemporary, and historically proven training for the practice of psychology. GSAPP brings its resources to initiatives in developing new educational and applied programs. This includes offering innovative and cutting-edge training and professional development opportunities; lending our expertise in consultation in schools in the community (through a variety of consultation and train-the-trainer/coaching models); providing applied experience in autism through the Douglass Developmental Disabilities Center and the Rutgers Center for Adult Autism Services; applying psychological knowledge in a variety of institutional settings at the Center for Applied Psychology; clinical training and services in substance use through the Center of Alcohol Studies; and delivering evidence-based psychological service via specialty clinics within the Center for Psychological Services.

- Develop new innovative post-baccalaureate and master’s degree programs that have clear objectives to prepare students to pursue advanced degrees and career pathways
- Design professional development and continuing education training programs on a diversity of topics and from a diversity of theoretical orientations
- Develop pathway programs to GSAPP in collaboration with Rutgers University undergraduate programs
- Enhance teaching, training, and research opportunities through substantial grant productivity

Dr. Linda Reddy exemplifies GSAPP’s commitment to leveraging grant funding to generate knowledge, evidence-based practices and technology innovation, and to optimize teaching and training. She has secured over $52M in grant funding to enhance the quality of teaching and student academic and behavior success in school-based contexts.
STRATEGIC PRIORITY #2

Interdisciplinary Collaborations

GSAPP also brings its resources to collaborative initiatives in developing new educational and applied programs. This includes collaborating with external units, such as other Rutgers New Brunswick Schools, University Behavioral Health Care, Robert Wood Johnson Medical School, and other entities to develop:

Integrative Behavioral Health Science Initiative
Become a leader in preparing students and mental health professionals for careers in Integrated Behavioral Health through the development of an Integrative Behavioral Health Science Initiative—to improve the health of communities through education programs, such as a Master of Professional Studies, and practicum in primary care settings; and to partner and collaborate with a variety of stakeholders in the health care sectors, including Rutgers University Medical School, Rutgers University Behavioral Health Care, and other allied health professionals.

State-of-the-Art Integrated Behavioral Health Treatment Program for Children
Develop a Rutgers-based, state-of-the-art integrated behavioral health program for research and training to support the treatment of children. It will include primary care physicians, social workers, psychologists, nurses, nutritionists and other professionals to increase access to behavioral health care and hopefully serve as a model for such programs in the US.

New Brunswick Integrated Health Community Partnership
Develop innovative GSAPP-led interprofessional collaborations and training through a New Brunswick partnership that offers culturally responsive consultation and other services to schools, community agencies, and integrated behavioral health programs in hospitals and clinics.

New Brunswick is a very diverse community with 56% Hispanic, 21% White, 13% Black, and 10% Asian residents. The economy consists of largely blue-collar jobs, and the poverty rate is 35%.

STRATEGIC PRIORITY #3

Excel as a Global Leader in the Preparation of Professional Psychologists

We aim to promote our expertise and prominence in the field through our focus on dissemination and implementation of science nationally and internationally. GSAPP is positioned to achieve global recognition for our excellence in professional psychology. We inspire our students through connections to our accomplished alumni locally, nationally, and internationally. We prepare our students to be global leaders by providing opportunities to participate and contribute to GSAPP’s global initiatives. We will position ourselves to excel as a global leader in preparing professional psychologists who expertly serve the mental health needs of individuals, families, groups, organizations, and communities.

Increase Access to Mental Health Care
Develop experiential and service learning, consultation, dissemination, and implementation projects in collaboration with international partners, allowing GSAPP to have a global impact on mental health.

Provide Services and Training to Geographically Remote and Underserved Areas
Increase accessibility to treatment in remote areas in the US and internationally. GSAPP is developing a train-the-trainer model program in evidence-based practices and is working with other universities to train people in India to provide targeted mental health interventions. Technology, such as secure video conferencing and mobile apps, may also be used to deliver treatment. Similar interventions are also being developed for use in other countries, such as Guyana, a country with one of the world’s highest suicide rates, but no doctoral or master’s degree programs in psychology and few mental health professionals.

Expand and Develop Our Global Network
Strengthen our international network of alumni, leveraging these relationships to develop international practicum and training experiences for our students.

Strengthen Relationships with National and International Alumni
Inspire our students to explore and seek lifelong relationships with GSAPP through our award-winning Alumni Organization Mentoring Program and the development of location- and interest-based affinity groups.

Create a Speaker’s Bureau
Feature our alumni in speaking and presentation opportunities at local, state, national, and international associations and conferences.

We will leverage the expertise of GSAPP faculty, such as Dr. Elisa Shernoff and Dr. Terry Wilson, and our alumni, such as Dr. Michael Powers and Dr. Monica Indart, to develop train-the-trainer models using telepsychology to impact global mental health.
At the Graduate School of Applied and Professional Psychology, we are proud of our legacy as the gold standard in the education and training of qualified and competent direct-service psychologists and applied research scientists. Our program, students and alumni are respected leaders in the field, contributing cutting-edge research, leading innovations in treatment, and incorporating new technology to enhance the delivery of critical mental-health services into the community everyday.

As we keep an eye to our past, move through the present and plan for the future, this document will guide our actions for the next five years and beyond. With this document as our blueprint, we will balance our resolve to provide quality education, while being good stewards of our resources, and we will grow while maintaining what is good and valued.
STRATEGIC PLANNING COMMITTEES

STRENGTHENING ACADEMIC QUALITY
Co-Chair Shireen Rizvi, Clinical Psychology, Associate Professor
Co-Chair Elisa Shernoff, School Psychology, Assistant Professor
Nancy Pagley, School Psychology, Associate Professor
Monica Indart, Clinical Psychology, Visiting Professor
Shalonda Kelly, Clinical Psychology, Associate Professor
Kate Massey, Douglass Developmental Disabilities Center, Clinical Assistant Professor
Louis Sass, Clinical Psychology, Distinguished Professor
Kim Slaom, Douglass Developmental Disabilities Center, Clinical Associate Professor
Katelyn Selver, Clinical Psychology, Student
Arielle Walter, School Psychology, Student

IDENTIFY AND EXPLORE POTENTIAL AREAS OF ACADEMIC GROWTH
Co-Chair Nancy Boyd-Franklin, Clinical Psychology, Distinguished Professor
Co-Chair Anne Gregory, School Psychology, Associate Professor
Christina Diaz, School Psychology, Student
Sue Furer, Center for Applied Psychology, Executive Director
Lara Delmolino-Gatley, Douglass Developmental Disabilities Center, Clinical Professor
Denise Guarino, Clinical Psychology, Student
Adam Lekwa, School Psychology, Assistant Research Professor
Karen Rigg-Skean, Visiting Associate Professor
Jeff Shahidullah, School Psychology, Assistant Professor

ALUMNI ENGAGEMENT
Co-Chair Peter DeNigris, Alumni Organization, President
Co-Chair Lew Gantwerk, Alumni, Previous Executive Director, Center for Applied Psychology
Mary Chrow, Associate Dean for Advancement
Patrick Connelly, Center for Applied Psychology, Project Manager
Brook Hersey, Visiting Associate Professor
Jane Hochberg, Clinical Psychology, Alum
David Shernoff, School Psychology, Associate Professor

DEVELOP BUDGET POLICIES AND PROCEDURES
Co-Chair Eun-Young Mun, Clinical Psychology, Associate Professor
Co-Chair Usha Yerramilly, Business Manager
Lara Delmolino-Gatley, Douglass Developmental Disabilities Center, Clinical Professor
Todd Glover, School Psychology, Associate Research Professor
Danny Taule, Clinical Psychology, Student
Jami Young, Clinical Psychology, Associate Professor

INTEGRATE AND OPTIMIZE GSAPP’S VARIOUS ENTITIES, OPERATIONS, AND DEPARTMENTS
Co-Chair Timothy Cleary, School Psychology, Associate Professor
Co-Chair Craig Springer, Psychological Clinic, Director
Julia Brillante, Clinical Psychology, Student
Angelica Diaz-Martinez, Clinical Psychology, Alum
Bob LaRue, Douglass Developmental Disabilities Center, Clinical Associate Professor
Christopher Manente, Rutgers Center for Adult Autism Services, Executive Director
Andrea Quinn, Natural Setting Therapeutic Management, Assistant Project Director
Linda Reddy, School Psychology, Professor

INTEGRATION/Writing/COMMUNICATION WORKGROUP
Integration/Writing:
Francine Conway, Dean
Ryan Kettler, School Psychology, Associate Professor
Kara Wallack, Director of Development, Alumni Engagement, and Communications
Ingrid Cordasco, Development and Marketing Manager
Communication:
Julie Skorren, Administrative Assistant
Website Development:
Sylvia Krieger, Senior Administrative Assistant