

GSAPP Fall 2010 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION

GSAPP IS NOT USING THE RUTGERS TELEPHONE REGISTRATION SYSTEM.

Register On Line:

Effective Sunday, 4/04/10 beginning 10pm, you may register online at:

<https://sims.rutgers.edu/webreg/> and hit enter. The student Login screen will appear. You now have the option of either entering your RUID student number and 4-digit Personal Access Code, which is your birth month and day (MMDD) or your NETID and password.

GSAPP CLASSES BEGIN

Wednesday, September 1

IMPORTANT DATES

- **August 31st** – Last day to register online.
- **Sept 1st** – One week In-person LATE REGISTRATION BEGINS with a \$50 late fee. Two Week drop/add period begins.
- **Sept 1st – 8th** - Last day of late registration period. Any registration or course added after this date requires approval of student's dean.
- **Sept 9th - 15th** - Add/Drop continues. September 15th is the last day to drop a course without a W grade, if you are not withdrawing from the semester and the last day to add to an existing schedule. Courses may not be added online during this period. You must contact the student coordinator to do this.

Tuition refund policy: Students withdrawing from their entire program of courses will receive "W" grades and a prorated refund of 80% during the first two weeks of the term; 60% during the second two weeks; and 40% during the third two weeks of the term.

FEES:

Tuition Fees are available at: <http://gsappweb.rutgers.edu/programs/school/tuition.php>

PAYMENT OF FEES

Terms bills are now electronic only.

Full Academic Year TA/GA appointments are entitled to full remission of tuition (Part time TA/GA's are prorated). See Usha Yerramilly for 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.

Partial payments are not permitted. Registration will be canceled if the bill is not paid prior to the start of classes as listed above.

COURSES WITH INSUFFICIENT ENROLLMENT WILL NOT BE OFFERED

FALL 2010 GSAPP SEMESTER CALENDAR
 (Number in parenthesis is the week in the semester
 for courses given on the particular day.)

	<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
<u>September</u>			1 (1)	2 (1)	3 (1)
	◇ 6	7 (1)	8 (2)	9 (2)	10 (2)
	13 (1)	14 (2)	15 (3)	16 (3)	17 (3)
	20 (2)	21 (3)	22 (4)	24 (4)	25 (4)
	27 (3)	28 (4)	29 (5)	30 (5)	
<u>October</u>					1 (5)
	4 (4)	5 (5)	6 (6)	7 (6)	8 (6)
	11 (5)	12 (6)	13 (7)	14 (7)	15 (7)
	18 (6)	19 (7)	20 (8)	21 (8)	22 (8)
	25 (7)	26 (8)	27 (9)	28 (9)	29 (9)
<u>November</u>					
	1 (8)	2 (9)	3 (10)	4 (10)	5 (10)
	8 (9)	9 (10)	△10 (11)	11 (11)	12 (11)
	△15 (10)	16 (11)	17 (12)	18 (12)	19 (12)
	22 (11)	23 (12)	**24	**25	**26
	29 (12)	30 (13)			
<u>December</u>					
			1 (13)	2 (13)	3 (13)
	6 (13)	7 (14)	8 (14)	9 (14)	10 (14)
	13 (14)	14 (15)	15 (15)	16 (15)	17 (15)
	20 (15)	21 +	22 +	23	24
	27	28	29	30	31

Tuesday, September 1st – First day of classes

◇ Monday, September 6th – NO CLASSES – “Labor Day”

** Thanksgiving Recess Wednesday November 24 – Sunday November 28, 2010

+ December 20, 21 & 22 - May be used for make-up day if a class is cancelled for a religious holiday, Thanksgiving Eve, or other reason.

△ Last 5 week fall – first 5 week spring courses begin

Winter Recess Friday December 24, 2010– Monday January 17, 2011

Spring semester begins – Tuesday, January 18, 2011

FALL 2010 GSAPP COURSE DESCRIPTIONS

All Courses Offered At GSAPP Unless Otherwise Stated.
Courses marked with an "*" asterisk are considered applications courses.

Series 820 - Professional Psychology Courses

18:820:503

THEORETICAL FOUNDATIONS OF INTERVENTION-ANALYTIC (2 crs)

First 10 weeks of Fall semester for **Clinical students**
(School students will take this class the last 5 weeks of Fall and the first 5 weeks of the Spring Semester; **register in October for Spring term.**)

:01 #03552

McWilliams (M1:15-4:00) (first 10 weeks)

:02 #

Riggs-Skean (School students - register in Spring)

The model of human functioning offered by psychoanalytic theory and research, with a focus on understanding the person in the context of the life history; topics include psychic structures, dreams, psychopathology, ego psychology, object relations, assessment, classical and contemporary relational therapies; integration of theory and application with examples from everyday life and clinical practice.

18:820:504

THEORETICAL FOUNDATIONS OF INTERVENTION COGNITIVE/BEHAVIORAL (2 crs)

:01 # 04923

Bry (school students – first 10 weeks)

(M1:15-4:00 & 2:00 PM to 4:45 PM on alternate weeks)

:02 #09564

Bry (clinical students – first 10 weeks) (W9:15-12:00)

An introduction to the theoretical foundations of the cognitive behavioral paradigm for understanding human events. Cognitive behavioral concepts will be learned and applied to formulate case examples from the community, clinic, schools, businesses, and the students' own lives.

18:820:531

SYSTEMATIC OBSERVATION AND INTERVIEWING (2 crs)

All school and clinical students will be assigned to section 1 or 2 to ensure a mix of students from both programs.

:01 #02173

Young (W2:00-7:45) (clinical students)

:02 # 02174

Gregory (W2:00-4:45) (school students)

Preparation for clinical work through experiential training. Demonstration and practice of basic helping skills and strategies for facilitating communication and change, with exploration and feedback on one's helping style. This course provides the basic orientation to the role of the practicing psychologist.

18:820:543:01 #08687

HUMAN DEVELOPMENT (3 crs)

Morrow (W9:15-12:00)

Required for School Psych students; elective or all others.

Overview of norms, transitions, & crisis in the life structure from birth to old age, to provide students with an understanding of life span development that will be useful in their clinical work. Topics covered include developmental milestones for infancy, childhood, adolescence, early, middle and late adulthood, effect of divorce on children, developmental trajectories, gender differences and cultural/ethnic variation in life span development, "successful" aging, etc. Life-span interview and report required, as well as one term paper.

18:820:550:01 # **SYSTEMS OF PSYCHOLOGY (3 crs)
Sass (T1:15-4:00)**

For Clinical Students only

Compares the different metatheoretical paradigms in psychology. Considers historical and epistemological roots of the different images of the person underlying contemporary approaches to the study of personality, psychopathology, and psychological assessment and treatment. Focuses on the value frameworks within which these perspectives operate, and develops ability to examine critically these different approaches. Paradigms covered include: positivism and associated philosophy-of-science models, pragmatism, psychoanalysis, hermeneutics, and existential, humanistic, and phenomenological approaches.

18:820:565: **ADULT PSYCHOPATHOLOGY (3 crs)
:01 #05993 Walkup/Langenbucher (T1:15-4:00 Smithers Room CAS-219)
:02 #05994 Walkup/Langenbucher (F9:15-12:00 Smithers Room CAS-219)**

(Students may be assigned to a section to attain balanced numbers in each section.)

Introduction to adult descriptive and experimental psychopathology – its history, its practice, important findings, and its likely role in the student's professional future. Sources of teaching material may include: interactive group exercises and roleplays, website-based resources, field laboratories, as well as lectures, readings, videotapes, and student papers.

**18:820:570:01 #02175 **PSYCHOLOGICAL INTERVENTIONS WITH ETHNIC & RACIAL
MINORITY CLIENTS & FAMILIES (3 crs)**
Boyd-Franklin (W2:00-4:45)**

Limited to 10 students

Prerequisite: At least second year GSAPP student

Evaluation of the literature and research findings concerning the psychological experience of African-American, Hispanic, Asian populations with an emphasis on a sociocultural and ecological perspective. Implications of these findings discussed in terms of their impact on assessment, intervention, research and training in the cross-cultural context. The need for alternative strategies in the delivery of psychological services to minorities will be addressed. Both semesters (Fall & Spring) will include both didactic & experiential group process format.

18:820:581: **STATISTICAL METHODS AND DESIGN ANALYSIS (3 crs)
:01 #02176 Fagley (T4:15-7:00)
:02 #02177 Fagley (W5:00-7:45)**

Limited to 15 students

Develops a practical conceptual understanding of statistical data analysis, the logic of hypothesis testing and statistical inference. Covers analysis of variance and Pearson correlation and use of MYSTAT/SYSTAT computer software for data analysis.

18:820:593:01 #10228 **COMMUNITY PSYCHOLOGY (3 crs)
Cherniss (T9:15-12:00)**

Presents the primary constructs of the community psychology perspective and how these can help psychologists better understand and improve the functioning of community groups. Examines innovative strategies for preventing psychological disorders and promoting psychological well-being. In different terms, course emphasis is on schools, organizational settings, or mental health systems.

18:820:593:02 #10948 COMMUNITY PSYCHOLOGY (3 crs)
Elias (T1:15-4:00pm)

Community psychology is an empirically grounded field that employs an integration of research and action toward the goal of enhancing the well-being of individuals and the ability of communities to sustain that well-being. Community psychology is committed not only to the prevention of health-compromising and problem behaviors but also to the promotion of social competence and developmental socialization of skills needed to for people to grow in healthy, satisfying, and productive ways. Among the concepts we will explore are those that reside at the intersection of "emotional intelligence," "social-emotional learning," "social-emotional and character development," "multiple intelligences," "strengths, resilience, and competencies," and an understanding that learning occurs best in the context of caring communities of learners, among people whose life skills are positively directed and supported by living in competence-enhancing settings. This course will illustrate these concepts and the practical methods needed to bring them alive in educational settings using strengths-based approaches.

18:820:601:01 #* **INDEPENDENT STUDY IN PROFESSIONAL PSYCHOLOGY (BA cr)**

Prior to registration, students should consult faculty members to determine whether independent study arrangements can be made. Students will be required to submit papers, based on their studies. **Faculty member must sign-off on gold "Independent Study" form available at http://gsappweb.rutgers.edu/cstudents/forms/Request_IndependentStudy.pdf and returned to Sylvia Krieger, Coordinator of Student Services.**
***See Student Services Coordinator for Index Number to register.**

18:820:615:01 #09572 FAMILY TREATMENT OF CHILDHOOD DISORDERS (3 crs)
Kelly (M1:15-4:00)

This course provides a representative sampling of empirically supported cognitive behavioral and systems oriented treatments for families having children with a range of behavioral, emotional and developmental disorders. These disorders include internalizing, externalizing and developmental disorders, as well as disorders related to common family issues. Via the lectures and readings, students will be exposed to the theoretical and philosophical underpinnings of an integrated cognitive behavioral (especially parent training) and family systems (especially structural) orientation, and will participate in experiential in-class activities such as role plays. **This class is for students of all levels who want to learn a CBT or systems approach to treating families, however, to enable application of the material, students must pick up a family case, have had experience working with a family in the past six months, or work with Dr. Kelly in devising an appropriate application experience.**

18:820:633:01 #02179 COGNITIVE ASSESSMENT (3 crs)
Schneider (T9:15-12:00)

Limited to 15 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.

18:820:634 PSYCHODYNAMIC INTERVIEW (2 crs)
 (Last 5 weeks Fall & First 5 weeks Spring for Clinical students. **Register in the Spring for this course.**) Assigned sections will be made in the fall.

01: # Walkup (M1:15-4:00)
02: # Walkup (W2:00-4:45)

Training in enhancing interviewing skills, formulating a case within a broad, psychodynamic and life-history framework, arriving at a diagnostic impression along with appropriate recommendations for treatment. Students interview clients and receive feedback on interviewing style and assessment reports based on videotaped interviews.

18:820:635:01**COG. BEHAVIORAL ASSESSMENT/ADULT (3 crs)**

(Last 5 weeks Fall & First 5 weeks Spring for Clinical students.

Register in the Spring for this course.)

S. Rizvi (W9:15-12:00)

An introduction to cognitive behavioral assessment and treatment planning psychological disorders. The use of evidence-based assessment and treatment strategies is emphasized. Course focuses on providing step-by-step instructions so students can learn to systematically assess patients and implement cognitive behavioral treatment interventions to resolve symptoms. Evaluations of the effectiveness of treatment used are discussed. Separate sections are developed to focus on either child or adult disorders.

18:820:638:01 #02180**PERSONALITY ASSESSMENT/ADULT (3 crs)**

Sass (T9:15-12:00)

No special permission is necessary.

Fall Term: 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.

Spring Term: A continuation of the fall semester course ON PERSONALITY ASSESSMENT/ADULT. Provides a more advanced introduction to personality assessment, with emphasis on interpretation and the preparation of integrated psychological reports. Individual supervision is provided. Prerequisites: The fall term course on Personality Assessment-Adult, or its equivalent; course on cognitive assessment, or permission of the instructor.

Not offered ON A YEARLY BASIS year. **Prerequisites:** 18:820:531, 632, and 634; or permission of instructor

18:820:689**PROFESSIONAL PRACTICUM PLACEMENTS**

(3-E crs = one day)

If you are doing a one day practicum, register for this course.

:01 #02181

Gantwerk

:02 #06928

Haboush

18:820:690**PROFESSIONAL PRACTICUM PLACEMENTS**

(3-E crs = second day)

If you are doing a two day practicum, you must register for both 820:689 and 820:690.

:01 #03184

Gantwerk

:02 #06514

Haboush

If you have a two (2) day/week practicum, register for 18:820:689:01 **AND** 18:820:690:01 simultaneously.

18:820:691:01 #02182**PROFESSIONAL PRACTICUM PLACEMENT**

(1-E cr BA) Boyd-Franklin

Students under supervision of Nancy Boyd-Franklin, Brenna Bry or other Project Supervisors in the Rutgers/Somerset Counseling Project should register for this 1-E credit of Professional Practicum.

**18:820:691:02 #07955 PROFESSIONAL PRACTICUM PLACEMENT
(1-E cr BA) Gantwerk**

**18:820:691:03 #10098 PROFESSIONAL PRACTICUM PLACEMENT
(1-E cr BA) Haboush**

**18:820:700:01 #04960 ADVANCED DISSERTATION RESEARCH (3 crs)
Bry (W5:00-7:45)**

Research methods. Individualized readings and group supervision in dissertation research. This course can be used to meet some of the 9 required dissertation credits.

18:820:701 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.

02183--:A1	Alderfer
11420--:B1	Ballet
03103--:B2	Boyd-Franklin
03873--:B4	Bry
02184--:C2	Cherniss
08688--:C3	Chu
02185--:E1	Elias
04629--:E2	Epstein
02186--:F1	Fagley
02187--:F2	Fishman
09146--:F3	Forman
02188--:G1	Gantwerk
03771--:G2	Glassgold
--:G3	Gregory
02189--:H1	Haboush
10236--:H2	Harris
09196--:I1	Indart
05612--:K1	Kelly
02190--:L1	Langenbucher
02191--:M1	Maher
02192--:M2	McWilliams
02193--:M3	Messer
05652--:M5	Morgan
11650--:M7	Mun
09193-O1:	Oades-Sese
10229--:P2	Petronko
--:R1	Rizvi
02195--:S1	Sass
02196--:S2	Schneider
05185--:S3	Skean
03497--:W1	Walkup
02197--:W2	Wilson
13579--:Y1	Young

18:820:703:01 * **DISSERTATION IN PROFESSIONAL PSYCHOLOGY
(1 cr-permission only)**

To be used if student will graduate in October, and expects to complete the dissertation defense successfully between September 1st and September 15th. See registration policies in Blue Book.
***Contact Student Services Coordinator for Index #**

18:820:800:01 * **MATRICULATION CONTINUED (0 cr)**

For students who will have completed all course work and the dissertation defense by Sept. 1. Also may be used if a student has a written official Leave of Absence granted by the Department Chair. ***Contact Student Services Coordinator for Index #.**

18:820:811:01 # **GRADUATE FELLOWSHIP (BA - 0cr)**

18:820:866:01 # **GRADUATE ASSISTANTSHIP (BA)**

To register, students must be appointed by the University
(PT-3 crs, FT-6crs)

18:820:877:01 # **TEACHING ASSISTANTSHIP (BA)**

To register, students must be appointed by the University
(PT-3 crs, FT-6crs)

Series 821 - Clinical Psychology Courses

**18:821:535:01 #04917 **PSYCHOANALYTIC THEORIES OF PERSONALITY AND
PSYCHOPATHOLOGY (3 crs)**
J. Morgan (W9:30-12:15)**

Prerequisite: Psychodynamic Interview

A comparative study of the major psychoanalytic understandings of personality and psychopathology. Readings will address the contributions of Freud and ego psychology, Sullivan contemporary relational psychoanalysis. Readings, class discussion, and presentations will also address special topics like trauma, attachment, and neuroscience. While this is a theoretical course, clinical material may be presented by students or instructor to illustrate concepts. Prerequisite for clinical students: Psychodynamic Interview. Others are welcome with permission of instructor.

18:821:544:01 #02202 (2 crs) **PSYCHOLOGICAL CLINIC PRACTICUM
18:821:545:01 #03185 (2 crs)
18:821:546:01 #02203 (1 cr)**

Learn experientially how to function as a member of the professional outpatient staff in the GSAPP Psychological Clinic, with weekly supervision by licensed psychologists: a) provide therapy and assessment services (according to your training goals) to clients with adult, child, marital and family problems, b) meet with assigned supervisors weekly, one hour for each client session, c) collect fees, d) submit required clinical records. Register **every semester** in which new or on-going clients will be seen through the Psychological Clinic, either for assessment or therapy. **ALL FIRST YEAR STUDENTS MUST REGISTER FOR AT LEAST ONE CREDIT** for the Fall Semester.

1 client = 1 credit 18:821:546:01
2 clients = 2 credits 18:821:544:01
3 clients = 3 credits 18:821:544:01 + 18:821:546:01
4 clients = 4 credits 18:821:544:01 + 18:821:545:01

**18:821:547:85 #07377 INTRODUCTION TO GROUP PSYCHOTHERAPY (3 crs)
D. Panzer (M6:00-8:45) Highland Park office**

The study of group leadership and group therapy from a psychodynamic perspective covered through the use of lectures, readings, and experiential process group and/or observation of an ongoing psychotherapy group, sharing or group leadership experiences, and observation of videotapes.

**18:821:555:01 #05611 COGNITIVE BEHAVIOR THERAPY: ESSENTIAL SKILLS FOR THE
TREATMENT OF ANXIETY, DEPRESSION, AND PERSONALITY
DISORDER (3 crs each semester) * Chu (F9:15-12:00)**

Prerequisite: 18:820:504 and 18:820:635 or instructor's approval.

This two term course focuses on the clinical application of specific treatment protocols that have been shown to be effective in controlled research studies to address anxiety and depression. Students learn how to conduct a multidimensional assessment using structured clinical interviews, generate a cognitive-behavioral case conceptualization, and implement specific cognitive-behavioral strategies targeting the diagnosed symptoms and problems. 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.

Students must take both Fall and Spring semesters to receive credit.

**18:821:556:01 #08425 CLINICAL RESEARCH AND TREATMENT FOR YOUTH ANXIETY
AND DEPRESSION (3 crs) Chu (W5:00-7:45)**

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.**

**18:821:562:01 #12827 BEHAVIOR COUPLES THERAPY (3 crs)
Kelly (F1:15-4:00pm)**

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. **One couples case with supervision required**

18:821:601:01 * INDEPENDENT STUDY IN CLINICAL PSYCHOLOGY (3 crs)

Prior to registration, students should consult faculty members to determine arrangements. Students will be required to submit papers bases on their studies. Faculty member must sign-off on gold-colored "Independent Study" form available from and returned to Sylvia Krieger.

***See Student Services Coordinator for Index Number**

**18:821:604:01 #17028 INTEGRATIVE PERSPECTIVES ON TRAUMA (3 crs)
INDART (W2:00-4:45)**

This course introduces students to the theory and practice of trauma work, defined as assessment and intervention with individuals, families and communities that are exposed to a variety of traumatic events and experiences, ranging from individual victimization to large scale complex emergencies. The course, which focuses primarily on working with adults, takes an integrative perspective; presenting three major theoretical/conceptual approaches to trauma work (cognitive-behavioral, psychodynamic, and psychosocial), it then presents a conceptual and clinical framework for meaningful integration of these theoretical perspectives. Combining clinical and community/ecological perspectives on trauma, aspects of trauma work ranging from specific, evidence-informed interventions for traumatized individuals to broader, internationally based psychosocial interventions for communities and populations, are presented for critical review. Informed by a philosophy and value of cultural responsiveness, the course examines the applicability and appropriateness of major trauma interventions for specific cultural, racial and ethnic communities.

18:821:611:01 #07937 ADV. STUDIES IN CLINICAL PSYCHOLOGY (3 crs)

Prerequisite: Existential, Phenomenological, and Hermeneutic Approaches in Clinical Psychology OR Self, Psychopathology, and the Modern Age OR equivalent background, as judged by the instructor.

This course will consider selected philosophical issues relevant to clinical psychology, with a focus on topics pertaining to existential-phenomenological, hermeneutic, and psychoanalytic approaches. Issues to be considered include: problems of interpretation in clinical psychology, conceptions of the unconscious mind, and the relevance of psychological perspectives for understanding art, religion, and modern society. Readings will include selected works by the following authors: Nietzsche, Freud, Heidegger, Gadamer, Lacan, and Zizek, among others.

**18:821:613:01 #15327 DBT IN PRACTICE (3 crs)
RIZVI (W5:00-7:45)**

Prerequisite: 18:821:612 and/or instructors approval

This course focuses on the clinical application of Dialectical Behavior Therapy, an evidence based treatment designed for individuals with borderline personality disorder and comorbid psychological disorders. Students learn how to conduct a multidimensional assessment using structured clinical interviews, generate a DBT case conceptualization, and implement DBT. Students will have a variety of opportunities to gain experiential practice that may include DBT individual therapy, co-therapy on a DBT case, rating tapes of DBT sessions, and/or co-leading DBT skills training groups. The emphasis for experiential practice will be on developing adherence to the DBT model, maintaining fidelity to the model, and conducting outcomes and psychotherapy process assessment in clinical cases. Topics will focus primarily on adult cases. This course is part of a 1-2 year practicum experience.

**18:821:615:01 #02205 FAMILY THERAPY (3 crs)
Boyd-Franklin (M1:15-4:00)**

Prerequisite 1: Advanced Standing

Prerequisite 2: Previous counseling/therapy experience and course work required.

Both semesters required. Family systems theory as a new paradigm for conceptualizing human dilemmas; the major theoreticians and schools in the family therapy field; core concepts and their relevance for clinical application; phases of psychotherapy with a family, basic interventions, implementation of change, and the main attitudes of a family therapist exemplified through a variety of clinical experiences; formulation of a psychosocial assessment of a family as well as the therapist's use of self within the "therapeutic system."

**18:821:624:01 #05316 THEORY AND PRACTICE OF COGNITIVE BEHAVIOR THERAPY II
(3 crs each semester) * (continued from Spring 2010)
Wilson (T1:10-3:50)**

Prerequisite: This is designed as a year long course starting in Spring and continuing in Fall semester, (only students who took the Spring segment may register for Fall).

****Required of Clinical PhD students.**

Analysis of the theoretical and clinical foundations of cognitive behavior theory; clinical practice of CBT with adult disorders.

**18:821:639:01 #02206 SHORT-TERM PSYCHODYNAMIC THERAPY (3 crs) *
Messer (W9:15-12:00)**

Limited to 8 students

Prerequisite: A previous course in psychoanalytic theory or therapy and/or supervised experience in psychodynamic therapy. YEAR LONG COURSE, BOTH terms required for credit to be given.

Psychodynamic understanding and technique as applied to the short-term treatment (10-35 sessions) of selected clients; first semester emphasizes current models of practice based on either drive/structural, relational, cognitive/dynamic, or integrative concepts; theory and application demonstrated through use of videotapes; discussion topics in the second semester include psychotherapy integration, transference and resistance, curative factors, research approaches, gender and sociocultural factors, and values and visions in psychotherapy. Therapy case with supervision required.

**18:821:643:01 #03111 ADVANCED ANALYTIC GROUP SUPERVISION (1-E cr)
McWilliams (M4:00-5:15)**

Limited to 10 students

Prerequisite: Permission of instructor for both sections.

Students present ongoing cases to each other and discuss issues of diagnosis, transference and countertransference, resistance, enactment, working through, and termination. Instructor permission required. There is a waiting list for this course; once admitted, a student may stay as many semesters as desired.

**18:821:644:01 #09573 MULTICULTURAL SUPERVISION (1-E cr)
A. MCLEAN (TBA) – full year**

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.

**18:821:645:01 #10439 ADV. GROUP THERAPY (1-E cr)
PANZER (BA)**

18:821:651:01 #10195 PRACTICUM IN CLINICAL PSYCHOLOGY I (3-E crs)

Second-year students in the clinical Ph.D. program see clients in the program's Psychological Clinic.

**18:821:653:01 #02207 CLINICAL SUPERVISION (1-E cr)
Gantwerk (M9:15-12:00)**

Required for first year clinical Psy.D. students.

Biweekly group supervision to discuss cases and issues that arise in practicum settings.

**18:821:657:01 #02208 INTERNSHIP IN CLINICAL PSYCHOLOGY (3 crs)
Bry**

Required of all Psy.D. students in the Clinical Psychology program usually during the fourth or fifth year of training.

A twelve month, 1750 hour supervised experience in a setting determined by the program chairperson and the student. Students must have no outstanding incompletes in required courses, and must have a signed dissertation proposal all by Oct. 15 of the year in which you apply; also the written comprehensive exams must be successfully completed by Jan. 15 in order to allow you to place your name in the computer match for internship.

**18:821:659:01 #* PART-TIME INTERNSHIP IN CLINICAL PSYCHOLOGY (2 crs)
Bry**

***Requires special permission from the Dept. Chair.**

For students who have approval to complete the supervised experience over a two year period. Register for 2 credits Fall and 1 credit for the Spring semester, totaling 3 credits each year. Same requirements on course work, practica, and comprehensives as full-time internship above.

**18:821:668:01 #03080 ADV. BEHAVIOR SUPERVISION (3 crs)
Wilson (by permission of instructor)**

Series 826 - School Psychology Courses

**18:826:550:01 #03547 INTRODUCTION TO SCHOOL PSYCHOLOGY (2 crs)
(First 10 weeks of Fall semester) Haboush (M9:15-12:00)**

Historical confluences of school psychology and psychological services in the schools. Topics: roles and functions of school psychologists, current practices, models, relevant educational laws and the culture of schools. Class presentations by practicing school psychologists will help to familiarize students with the roles of school psychologists.

18:826:558:01 #09631 **ADULT AND ORGANIZATIONAL LEARNING AND CHANGE (3 crs)
Forman (M9:15-12:00)**

Examines theory, research, and practice of adult and organizational learning and change. Emphasizes bringing evidence-based practices and programs to schools and other human service settings through understanding the process of innovation implementation. Focuses on how to incorporate a new practice or program in the functioning of an individual, group, or organization in systems change efforts.

18:826:605: **ADVANCED SUPERVISION IN SCHOOL PSYCHOLOGY (3-E crs)**
:01 #03874 Haboush (M12:30-2:45) A230
:02 #03875 Romasz-McDonald (M4:30-7:15)
:03 #06601 TBA (T1:15-4:00)

Required of all School Psychology students from 2nd year for two years.

Provides for personal and professional growth and development through small group supervision provided by faculty and peer group. Content largely group determined, but focuses on self-awareness and the integration of GSAPP activities with the professional, ethical, and legal issues encountered in school practicum placements.

18:826:612:01 #02210 **CONSULTATION METHODS (3 crs)
Reddy (M9:15-12:00)**

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.

18:826:615:01 #02211 **PROGRAM PLANNING AND EVALUATION (3 crs)
Maier (T4:15-7:00)**

YEAR-LONG COURSE required of all third year School Psychology and second year Organizational Psychology students. Students are not permitted to audit this course.

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 that constitute the program planning and evaluation process: (a) clarifying the target population (individual, group) to be served, their human service needs, and the relevant context; (b) designing a program that addresses important needs of the target population; (c) 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 including completion of two "real time" program planning and evaluation projects each semester, under supervision of course instructor. Additionally, learn about 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 made available. Students will need to carry 2 course projects, one with a client.

18:826:618:90 #07876 **SPORT & PERFORMANCE PSYCHOLOGY – THEORY, PRACTICE & RESEARCH (3 crs) Maier (ONLINE)**

Provides students with an overview of sport psychology along theoretical, research, and practice dimensions. Initial focus will be on the place of sport psychology in the history of sport worldwide

worldwide at youth, competitive, and elite levels. Next, attention will center on reviewing diverse theories, concepts and frameworks that have contributed to advancement of sport psychology including those that are social learning, cognitive, behavioral, social psychological, and informational in nature and scope. Then current status of empirical research that forms the structure of sport psychology will be considered in relation to extant theories. Finally and most importantly, the practice of sport psychology will be discussed, demonstrated, and illustrated in a range of settings, with diverse populations. Students will be expected to participate in all class sessions and complete two projects, one having to do with designing a sport psychology service and the other in describing the practice of a professional who applies sport psychology. Students will receive as much feedback and individualized interaction as desired.

18:826:631:01 #02212 **INTERNSHIP IN SCHOOL PSYCHOLOGY (3-E cr)
Haboush**

Required of all students in the School Psychology Program except those entering at the advanced level.

10-12 months supervised experience in a setting determined by the internship coordinator and student, totaling a minimum of 1,750 hours. Students must have successfully completed all required practicum credits and all required courses, and taken the written comprehensive examinations.

18:826:635:01 02213# **PART-TIME INTERNSHIP IN SCHOOL PSYCHOLOGY
Haboush (1-E or 2-E crs)**

Required of all School Psychology students who enter at the advanced level.

1,750 hours of supervised experience in settings determined by the internship coordinator and the student. Same criteria as above.

Series 829 - Organizational Psychology Courses

18:829:631:01 #04301 **INTERNSHIP IN ORGANIZATIONAL PSYCHOLOGY (E-3 crs)
Cherniss**

Required of all students in the Organizational Psychology program.

At least 10 months of paid, supervised experience in a setting determined by the program director, the department chair and the student, after successful completion of all course work and required practicum credits, and have taken the written comprehensive exams.

18:829:635:01 #08499 **PART-TIME INTERNSHIP IN ORGANIZATIONAL PSYCHOLOGY
(E-1, E-2 cr) Cherniss**

Two to three days per week of paid, supervised experience in a setting approved by the Organizational Psychology program director and department chair. Student must have successfully completed all required practicum credits, and all required courses, and have taken the written comprehensive exams.