

GSAPP Spring 2010 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION

GSAPP IS NOT USING THE RUTGERS TELEPHONE REGISTRATION SYSTEM.

Register On Line:

Registration begins on November 8th starting at 10pm. 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 20

IMPORTANT DATES

Last day for registration and <u>bill payment</u> without a \$50 late fee	January 15
Last day for late registration and late bill payment <u>with</u> \$50 fee	January 19
Drop/Add period	January 19 – February 1
Last day to drop a course without a “W” grade	February 1
Last day to drop a course	March 8
Cancellation of Registration for non-payment of term bill	February 5
Summer registration begins.....	February 22
Last day to apply for May dated diploma.....	March 12
Spring Break.....	March 13 - 21

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.

PAYMENT OF FEES

NEW - PAPERLESS BILLING! Students **will not** receive paper bills in the mail. Students are asked to view and pay bill go to: <https://rutadmin.rutgers.edu/sarapp1>.

Full Academic Year TA/GA appointments are entitled to full remission of tuition (Part time TA/GA's are prorated). See the funding source department for an RT100.

All students, including university employees, teaching assistants, graduate assistants, and those on grants and scholarships **must submit a term bill to the cashier**. Payment of all tuition and fees, must be made by the date indicated on the term bill. Checks should be made payable to "**Rutgers-The State University**". Any bill paid during the Late Registration period must be paid in person and must include a **\$125 Late Fee**. Postmark dates cannot be considered as payment dates; the date upon which the cashier receives the bill payment is the effective date of payment. A fee of \$25 is charged for any check which is not honored for payment.

COURSES WITH INSUFFICIENT ENROLLMENT WILL NOT BE OFFERED**Series 820 - Professional Psychology Courses****18:820:502: THEORETICAL FOUNDATION SYSTEMS**

(3 crs) Cherniss (1st yr students)
 (Last 10 weeks) (W2:00-4:45pm)

01: #62100 Cherniss

02: #71161 Cherniss

Using both experiential and didactic methods, the course offers an introduction to the effects of individuals, groups, leadership, and inter-group relations in organizations. Students form 8-10 person groups, which serve as focal learning units throughout the duration of the course. Classroom activities include semi-structured exercises matched to readings and brief lectures. Each person will be asked to prepare a paper describing and analyzing his or her group experience.

18:820:503:01 #63498 THEORETICAL FOUNDATIONS OF INTERVENTION-ANALYTIC APPROACH (3 crs)

Riggs Slean (For 1st yr School Psychology Students)
 (Last 5 weeks, first 5 weeks spring) (1:15-4:00pm)

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.

18:820:550:01 #68839 SYSTEMS OF PSYCHOLOGY (3 crs)
Sass (W9:15-12:00)

Compares the different metatheoretical paradigms in psychology. Considers historical and epistemological roots of the different images of the person underlying contemporary approaches to study of personality, psychopathology, and psychological assessment and treatment. Focuses on the value framework within which these perspectives operate. Considers a variety of methods in research including both qualitative approaches and group and individual case study models. Develops ability to examine critically the different epistemological and theoretical approaches in professional psychology. Explores approaches to evaluate the efficacy of therapy. Paradigms include positivism and associated philosophy-of-science models; pragmatism; postmodernism; hermeneutics; psychoanalysis; existential, humanistic, and phenomenological approaches.

18:820:563:01 #65910 CHILD PSYCHOPATHOLOGY (3 crs)
Kelly/Chu (T9:15-12:00) (for clinical students)

Descriptive and experimental psychopathology of childhood covers disorders usually first evident in infancy, childhood, or adolescence; includes mental retardation, attention deficit disorders, conduct disorders, anxiety disorders, pervasive developmental disorders, disorders with physical manifestations, and related DSM-IV categories. Demonstrations, interviews and observation.

18:820:563:02 #74016 CHILD PSYCHOPATHOLOGY (3 crs)
Gregory (T9:15-12:00) (for school students)

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.

18:820:570:01 #69840 PSYCHOLOGICAL INTERVENTIONS WITH ETHNIC MINORITY CLIENTS & FAMILIES (3 crs)
Boyd-Franklin (T1:15-4:00pm)

Prerequisite: At least second year GSAPP student

Focuses on the psychological and cultural experiences of African-American, Hispanic/Latino, Asian, Asian Indian, and gay and lesbian populations. 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 terms (Fall & Spring) include both didactic and experiential group process formats.

18:820:575:90 #71086 DIVERSITY & RACIAL IDENTITY (3 crs) (ONLINE COURSE)
Kelly

Prerequisite: At least second year GSAPP student

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 #63391 Mun (W5 :00-7:45pm)

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

Covers multiple regression and Cook & Campbell's (1979) threats to validity (construct, statistical conclusion, internal, and external). Provides the necessary foundation for critically analyzing and evaluating research.

18:820:602:01 #62106 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 with registration sheet to student services coordinator.

18:820:609:01 #74019 **CRISIS INTERVENTION (3 crs)
Indart (W2:00-4:45pm)**

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.

**18:820:613:01 #69123 **PROFESSIONAL ETHICS, STANDARDS, AND CAREER
DEVELOPMENT (3 crs) Fishman (T1:15-4:00pm)****

Prerequisite: 1 and 1/2 years at GSAPP or equivalent.

Issues involved in the delivery of professional psychology services, including general ethical principles, professional self-definition and self-regulation, and governmental sanctions (judicial, legislative, and executive). Sample areas covered: history and identity of professional psychology; APA's Ethical Standards; involuntary commitment; right to treatment; confidentiality vs. access to clinical information; and managed care and the funding of mental health services

**18:820:631:01 #70918 **COGNITIVE-BEHAVIORAL ASSESSMENT OF PSYCHOLOGICAL
DISORDERS/CHILD (3 crs) Oades-Sese (T1:15-4pm)****

The purpose of this course is to attain knowledge of school-based social-emotional and behavioral assessment of preschoolers, children, and adolescents. This course integrates multidimensional assessment (interviews, direct behavior observations, behavioral ratings, and functional behavioral analysis) with current theories, research and best practices. Assessment includes the evaluation of externalizing/internalizing disorders, social competence, and adaptive skills. Assessment findings will be linked to developmentally appropriate evidenced-based interventions. Issues regarding children from culturally and linguistically diverse backgrounds 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 behavioral and social-emotional development within an ecological perspective, (b) competency to develop and conduct behavioral assessments, and (c) skills to present assessment findings accurately and clearly through oral and written presentations.

18:820:633:01 #74020 **COGNITIVE ASSESSMENT (3 crs)
Schneider (T1:15-4pm)**

Limited to 12 students

(for some clinical students)

Integrates the skills of administration of the major cognitive assessment instruments with recent theory and research, social and educational implications of assessment; development of communication skills and of appropriate interventions.

18:820:634 **PSYCHODYNAMIC INTERVIEW (2 crs)**

1/14/2010

(Last 5 weeks Fall, First 5 weeks Spring)

:01 #62102 Walkup (Fall & Spring-M1:15-4pm)
:02 #63391 Walkup (Fall-W2:00-4:45pm)
(last 5 weeks fall/first 5 weeks spring – register in spring)

First Year Clinical students intending to waive this course must notify Sylvia Krieger

Enhance interviewing skills; formulate a case within a broad, psychodynamic and life-history framework, arriving at a diagnostic impression, along with appropriate recommendations for treatment. Students interview clients while being observed and receive feedback on interviewing style and assessment reports. Each student must conduct one interview based on videotaped interviews.

18:820:635:01 #62103 COGNITIVE-BEHAVIORAL ASSESSMENT OF PSYCHOLOGICAL DISORDERS/ADULT (2 crs) *(last 5 weeks fall/first 5 weeks spring)*
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.

18:820:636:01 #62104 PERSONALITY ASSESSMENT/CHILD (3 crs)
Haboush (M9:15-12:00)

This course is required for first year School Psychology students.

Prerequisites: 18:820:503, 18:820:531 or equivalent as determined by instructor.

Theory, administration, scoring, and interpretation of projective techniques and objective tests with children and adolescents. Primary concentration on objective measures used in the schools, clinical interviewing, projective drawings, and various apperception techniques. Critical evaluation of the legal and ethical issues surrounding personality testing in the schools, the use of projective techniques and psychological report writing.

18:820:689 PROFESSIONAL PRACTICUM PLACEMENT
(3 E crs. = one day)
01: #63003 Gantwerk
02: #66018 Haboush

18:820:690:01 # PROFESSIONAL PRACTICUM PLACEMENT
(3 E crs. = second day)
01: #62105 Gantwerk
02: #67856 Haboush

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

18:820:691 PROFESSIONAL PRACTICUM PLACEMENT

	(1-E By arrangement)
01: #63219	Bry, Boyd-Franklin (Somerset Project)
02: #66338	Gantwerk
03: #	Haboush

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.

<u>A1</u> #63393	Alderfer
<u>B2</u> #62924	Boyd-Franklin
<u>B3</u> #70668	Bry
<u>C1</u> #62108	Cherniss
<u>C2</u> #68568	Chu
<u>E1</u> #62109	Elias
<u>E2</u> #64857	Epstein
<u>F1</u> #62110	Fagley
<u>F2</u> #62111	Fishman
<u>F3</u> #69018	Forman
<u>G1</u> #62112	Gantwerk
<u>G2</u> #72995	Glassgold
<u>H1</u> #62113	Haboush
<u>H2</u> #70560	Harris
<u>I1</u> #69369	Indart
<u>K1</u> #64522	Kelly
<u>L1</u> #62144	Langenbucher
<u>M1</u> #62115	Maher
<u>M3</u> #62116	McWilliams
<u>M4</u> #62117	Messer
<u>M5</u> #66367	Morgan
<u>M6</u> # 69450	T. Morgan
<u>M7</u> #72231	Mun
<u>O2</u> #72715	Oades-Sese
<u>P1</u> #62118	Pandina
<u>P2</u> #64274	Petronko
<u>R1</u> #75098	Rizvi
<u>S2</u> #62119	Sass
<u>S3</u> #62120	Schneider
<u>S5</u> #64935	Skean
<u>W1</u> #62121	Walkup
<u>W2</u> #62122	Wilson
<u>Y1</u> #72828	Young

18:820:703:01 #***DISSERTATION IN PROFESSIONAL PSYCHOLOGY (1 cr)
permission only from department chairperson.****18:820:800:01 #*****MATRICULATION CONTINUED (0 cr.)**

Available only to those who have an approved leave of absence.

18:820:811:01 #64212 GRADUATE FELLOWSHIP (BA – 0 cr)

18:820:866:01 #62125 GRADUATE ASSISTANTSHIP (BA)

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

18:820:877:01 #62126 TEACHING ASSISTANTSHIP (BA)

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

Series 821 - Clinical Psychology Courses

18:821:544:01 #63004 PSYCHOLOGICAL CLINIC PRACTICUM (2-E crs) Morgan

You must register for all clients seen in the Psychological Clinic: 1 Client=1E credit. If you have completed your GSAPP Clinic requirements, or if you choose to meet course experiential requirements in off-campus settings with supervision in that setting, then you are not required to register for Psychological Clinical practicum. Second-year clinical Psy.D. students are expected to work with **two** clients.

18:821:545:01 #62127 PSYCHOLOGICAL CLINIC PRACTICUM (2-E crs) Morgan

Students seeing four clients, register for both 821:544 and 821:545.

18:821:546:01 #62128 PSYCHOLOGICAL CLINIC PRACTICUM (1E cr) Morgan

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

**18:821:555:01 #71074 CBT: ESSENTIAL SKILLS FOR THE TREATMENT OF ANXIETY, DEPRESSION, AND PERSONALITY DISORDER (3 crs)
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.

18:821:564:01 #69841 **PLAY AND MILIEU THERAPY WITH CHILDREN (3 crs)
Menzel (W9:15-12:00)
(Students required to carry one play therapy case with supervision)**

Focuses on theory and techniques used in play therapy with children under the age of twelve. Use of play in assessment and treatment of children. Play therapy interventions in treatment of specific disorders including behavioral disorders, anxiety and depressive disorders, traumatic/stress disorders. Focus on work with child, parents, and teachers.

18:821:567:85 #68322 **BEHAVIOR THERAPY/CHILD (3 crs)
Gordon (W9:15-12:00) (Meets in Instructor's office in Somerset)**

Limited to 10

Prerequisite: 18:820:504

This practically oriented course reviews behavioral assessment and therapy applied to selected topics of child disorders typically encountered on an outpatient basis. Some of the topics covered include: clinical interviews, observations, rating scales and questionnaires used in behavioral assessment, Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Pervasive Developmental Disorder, Obsessive Compulsive Disorder, and fears and phobias. The major theoretical approach is cognitive-behavior therapy. Lecture, demonstration, case material, audio and videotapes will be used as primary teaching tools. Students required to carry at least one case and conduct a behavior change project for which they will receive behavioral supervision from an outside supervisor.

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.

18:821:607:01 #72251 **INTERPERSONAL PSYCHOTHERAPY (3 crs)
J. Young (M1:15-4:00pm)**

Limited to 10

Prerequisites: For advanced students (3rd & 4th, 2nd yr with permission)

This practically oriented course will provide students with an opportunity to learn about the principles and practice of interpersonal psychotherapy (IPT) for depression. The course will also cover adaptations of IPT to other disorders (e.g., bipolar disorder and bulimia) and to other formats (e.g., group, phone and prevention). Lecture, demonstration, case material, audio and videotapes will be used as the primary teaching tools. Students are required to carry one IPT case for which they will receive IPT-related consultation in the course.

18:821:611:01 #76543 **INTRODUCTION TO THE PRACTICE OF MOTIVATIONAL INTERVIEWING
(1 cr) A. Interian (F1:15-4:00pm – middle 5 weeks of semester)**

Prerequisite: One year of practicum experience

This course provides introductory training in the clinical skills of Motivational Interviewing (MI). MI has received empirical support for helping patients/clients improve target behaviors that are difficult to

change. These include reduction of addiction behaviors (e.g. alcohol abstinence), improvement of health behaviors (e.g. improved diet, increased exercise), and improved treatment adherence. This one credit course will be clinically-focused and will emphasize experiential teaching within the classroom, where didactics will be accompanied by ample clinical role-play exercises.

**18:821:612:01 #76249 FUNDAMENTALS OF DIALECTICAL BEHAVIOR THERAPY (3 crs)
S. Rizvi (T9:15--12:00)**

Limited to 10

Prerequisite: For advanced students 2nd yr & above; selection by instructor

This course is designed to familiarize students with Dialectical Behavior Therapy (DBT), an evidence based psychosocial treatment initially developed for suicidal individuals with borderline personality disorder (BPD). Students will be taught the primary theories, principles, and strategies that inform DBT. Students will also become familiar with the latest research on DBT for BPD as well as adaptations for other populations. Lecture, demonstration, multimedia applications, and group discussion will be used as the primary teaching methods. DBT is a complex treatment with multiple facets. This course will be a necessary prerequisite before using DBT in an applied setting.

18:821:616:01 #69842 FAMILY THERAPY (3 crs) Boyd-Franklin (F1:15-4:00pm)

YEAR LONG COURSE, BOTH terms required for credit to be given.

Second term: participants study their own clinical work and focus on specific strategies of intervention according to different types of families. Family therapy case with supervision required.

**18:821:625:01 #69004 THEORY & PRACTICE OF CBT I
(3 crs each semester – both semesters required)
Wilson (T1:15-4:00pm)**

Special Permission # required-contact Dr. Terry Wilson

The course will be required of all first-year Ph.D. students in the Clinical Program and will be open to selected students from the Psy.D. program. The description of the graduate clinical program at Rutgers University embodies a theory-driven and evidence-based cognitive-behavioral orientation to assessment and treatment. The course provides comprehensive and in-depth coverage of cognitive behavior therapy for adult clinical disorders. The guiding principles of social learning (social cognitive) theories are emphasized throughout the course. Consistent with the stated philosophy of the clinical program, the course integrates theory, research methodology, and clinical application.

**18:821:633:01 #74024 EXISTENTIAL, PHENOMENOLOGICAL AND HERMENEUTIC
APPROACHES TO CLINICAL PSYCHOLOGY (3 crs)
Sass (M6:00-8:45pm)**

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

18:821:637:01 #64792 BASIC PRINCIPLES AND METHODS OF PSYCHOANALYTIC THERAPY

(3 crs) McWilliams (M1:15-4:00pm)**Limited to 12**

Prerequisite: Permission of instructor plus Psychodynamic Interview and either Psychoanalytic Theories of Personality or Psychoanalytic Approaches to Psychopathology. Psychoanalytic process described with case illustrations and references to the literature on analysis and analytic psychotherapy. Topics include: psychoanalytic attitude and approach to data; resistance, transference, countertransference, free association, interpretation; the real relationship and the working alliance; use of dreams; the "relational turn" in psychoanalysis and its clinical implications; phases of treatment; gender, sexual orientation and cultural diversity issues, and other topics of current importance in psychoanalysis. Minimum of two cases in analytic therapy, with weekly supervision, required.

18:821:640:01 #62130 **SHORT-TERM DYNAMIC PSYCHOTHERAPY (3 crs)
Peretz (W9:15-12:00)**

Prerequisite: Psychoanalytic Theories of Personality OR Basic Principles and Methods of Psychoanalytic Therapy; YEAR LONG COURSE, BOTH terms required for credit.

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.

18:821:643:01 #68572 **ADVANCED ANALYTIC GROUP SUPERVISION (1E cr)
McWilliams (M4:00-5:15pm)**

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 #68913 **MULTICULTURAL SUPERVISION (1E cr)
McLean (TBA)**

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 #70720 **ADVANCED ANALYTIC GROUP SUPERVISION (1E cr)**

Panzer (TBA)

Prerequisite: Introduction to Group Psychotherapy, it's equivalent or special permission from the professor.

This course is for students who have special interest in group psychotherapy. It includes discussion of groups being lead or co-lead at the GSAPP clinic or on student's practicum sites. Discussions will include treatment group's content and process, leadership and co-leadership issues, transference and counter transference issues and parallel process issues that may emerge within the context of the supervision group. To highlight certain learning points the supervision groups' process may be explored as well.

18:821:653:01 #64836 **CLINICAL SUPERVISION (1E cr)**
Gantwerk (M9:15-11:45)

Required for first year Clinical PsyD students.

Bi-weekly supervision to discuss cases and issues that arise in practicum settings.

18:821:658:01 #62131 **INTERNSHIP IN CLINICAL PSYCHOLOGY (3 crs)**
Fishman

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

Provides a twelve month 1750 hour supervised experience in a setting determined by the program chairperson and the student. Students must have completed all course work, required pre-internship practicum hours, and successfully passed the written comprehensive exams.

18:821:659:01 #62975 **PART-TIME INTERNSHIP IN CLINICAL PSYCHOLOGY (1 cr)**
Fishman

For students who have approval to complete the supervised experience over a two year period. Register for 1 credit for the spring semester and 2 for fall, totaling 3 credits each year. Same requirements on course work, practica, and comprehensives, and dissertation proposal as above.

Series 826 - School Psychology Courses

18:826:506:01 #62132 **GROUP SUPERVISION--SCHOOL PSYCHOLOGY (1E cr)**
Gantwerk (W9:15-12:00)

Required of all FIRST-YEAR NON ADVANCED SCHOOL PSYCHOLOGY STUDENTS during their first semester of practica.

Bi-weekly group supervision discussing issues that arise in practicum settings.

18:826:557:01 #71075 **PSYCHO-ED LEARNING DISABILITIES (3 crs)**
Reddy (T9:15-12:00)

Prerequisite: Completion of the equivalent of the first year of full-time study at GSAPP. Conceptual and technical issues of assessment including psychometric theory as applied to reliability and validity; current issues within the broad field of learning disorders. Emphasis

on empirical investigations and conceptual issues as they impact upon theory and practice. One case is only required and not thru the clinic.

18:826:602:01 #69843 SCHOOL-BASED PSYCHOLOGICAL INTERVENTIONS (3 crs)
Forman (M9:15-12:00)

Prerequisite: 18:820:502, 503, 504; 18:826:605, 606, or employment experience in a school setting or work with children/adolescents pertaining to school-based problems; familiarity with theory, principles, and practice of behavioral assessment and intervention. School-based psychological intervention strategies and programs designed to improve the emotional, behavioral, and social functioning of children and adolescents. Emphasis on evidence-based practices. Topics include: school-based individual counseling; implementing group interventions; use of play and storytelling with young children; behavioral and cognitive-behavioral approaches (self-management training, relaxation training, social skills training, decision-making and social problem-solving training, anger control training, anxiety management, rational emotive therapy); reality therapy approaches; preventive interventions for violence, substance abuse, risky adolescent sexual behavior, and suicide; ethical, legal, and multicultural considerations. Requires implementation of an intervention with an individual or group.

18:826:606: ADVANCED PRACTICUM SUPERVISION IN SCHOOL PSYCHOLOGY (3E crs)

:01 #62134 Haboush (M12:30-2:45pm)
:02 #64207 Seares-Monica (T1:15-4:00)
:03 #66339 Romasz-McDonald (F9:15-12:00)

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.

18:826:616:01 #62135 PLANNING AND EVALUATION OF HUMAN SERVICES PROGRAM
(3 crs) Maher (T4:15-7:00pm)

YEAR-LONG COURSE required of all third year level School Psychology students and second-year Organizational Psychology students. (Continued from Fall semester.)

Develops knowledge, skills, and abilities that contribute to effective planning and evaluation of programs that add value to individuals and groups in organizations (profit, nonprofit) and related community settings. Utilize four phases of the program planning and evaluation process: (a) clarifying the target population to be served, their human service needs, and the relevant context; (b) designing a program that addresses important needs of the target population; implementing the program, making adjustments as indicated; and (d) evaluating the merit of the program. Reading materials, strategies, methods, and techniques integrated into class sessions, and the out-of-class learning activities which include completion of two "real time" program planning and evaluation projects each semester, under supervision of course instructor. Discusses procurement of external funds for program planning and evaluation, proposal development, marketing of professional services, and professional self-management. Extra projects and learning experiences can be available.

18:826:617:01 #74025 ASSESSMENT AND INTERVENTION IN SPORTS PSYCHOLOGY (3 crs)

Maher (ONLINE)

Provides students with opportunities to become knowledgeable about and skilled in frameworks, methods, and procedures for assessment and intervention with athletes, coaches, teams, parents, and administrators. Assessment will be considered as a process of gathering information about individual athletes and teams as a basis for intervening to provide quality sport psychology services. Intervention will be considered as the process of designing, implementing, and evaluating programs and services for athletes and others, based on trustworthy assessment of personality, reasoning and problem solving abilities, competitive performance, mental skills, and related behaviors. Issues of intervention that will be addressed include methods and procedures for personal development and adjustment of athletes, programs for education and treatment of athletes with substance use/abuse concerns, individual performance enhancement, and team development. Students will complete one project that involves supervised experience in assisting athlete or coach in personal development or performance enhancement and another project where they construct a business plan for development of a sport psychology practice.

18:826:632:01 #62136 INTERNSHIP IN SCHOOL PSYCHOLOGY (3E crs)
Forman

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.

18:826:636:01 #62133 PART-TIME INTERNSHIP IN SCHOOL PSYCHOLOGY
(1E or 2E crs.--total of 3 credits per year)
Forman

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.

No # assigned **School Psychology Internship Seminar**
Forman(0 crs)

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.

Series 829--Organizational Psychology Courses

18:829:632:01 #62137 **INTERNSHIP IN ORGANIZATIONAL PSYCHOLOGY (3E 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 and the student, after completion of all course work, required practicum credits, and successful completion of written comprehensive exams.

18:829:636:01 #62908 **PART-TIME INTERNSHIP IN ORGANIZATIONAL PSYCHOLOGY
(1 E or 2 E crs.) Cherniss**

Two to three days per week of paid, supervised experience in a setting approved by the organizational psychology director. Student must have completed all required practicum credits; all required courses, and passed the written comprehensive exams.