

**GSAPP Spring 2011 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION**

**GSAPP IS NOT USING THE RUTGERS TELEPHONE REGISTRATION SYSTEM.**

**Register On Line:**

Registration begins on November 7<sup>th</sup> 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 18

**IMPORTANT DATES**

Last day for registration and <u>bill payment</u> without a late fee	January 4
Last day for late registration and late bill payment <b>with</b> \$50 fee .....	January 14
Drop/Add period .....	January 18 – January 31
Last day to drop a course without a “W” grade .....	January 31
Last day to drop a course .....	March 7
Summer registration begins.....	February 21
Last day to apply for May dated diploma.....	March 15
Spring Break.....	March 12 - 20

**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 (1<sup>st</sup> yr students)**  
   **(Last 10 weeks) (W2:00-4:45pm)**  
**01: #42051 Cherniss**  
**02: #50072 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 #43384**        **THEORETICAL FOUNDATIONS OF INTERVENTION-ANALYTIC APPROACH (3 crs)**  
**Riggs Skean (For 1<sup>st</sup> 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.

**18:820:505:01 #55177**        **COGNITIVE, AFFECTIVE, AND SOCIAL ASPECTS OF BEHAVIOR THROUGH THE LIFE SPAN (3 crs)**  
**Fagley (M6:00-8:45)**

Recommended for Clinical Students

Reviews selected theory and research in the areas of cognitive, affective, and social psychology across the lifespan. Format will be a mix of formal presentation, demonstrations/activities, and discussion.

**18:820:550:01 #49083**        **SYSTEMS OF PSYCHOLOGY (3 crs)**  
**Fishman (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.

**18:820:560:01 #55176 SELF PSYCHOPATHOLOGY & THE MODERN AGE (3 crs)**  
**Sass (M6:00-8:45)**

An interpretive or hermeneutic perspective on psychological aspects of modern culture and society. Focuses on various forms of psychopathology: schizoid and schizophrenic conditions, narcissistic personality, depression, and eating disorders, and exemplary expressions of modernist and postmodernist culture--each used to shed light on the nature of the self and subjectivity in the modern era. An introduction to hermeneutics, phenomenology, and cultural psychology as alternative approaches to an understanding of personality and psychopathology.

**18:820:563:01 #45649 CHILD PSYCHOPATHOLOGY (3 crs)**  
**Kelly (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 #51462 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 #49084 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 #50017 DIVERSITY & RACIAL IDENTITY (3 crs)**  
**Kelly (ONLINE COURSE)**

**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 #43287                    **Mun (T4:15-7:00pm)**  
 :02 #55077                    **Fagley (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 #                      **INDEPENDENT STUDY IN PROFESSIONAL PSYCHOLOGY (BA cr)**  
 (Register for "By Arrangement" credits.)**

Prior to registration, students should consult faculty members to determine whether independent study arrangements can be made. Students required to submit papers based on their studies. **Faculty member must sign-off on gold "Independent Study" form** available from Sylvia Krieger. Return signed form to student services coordinator.

**18:820:609:01 #51465                      **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.

**18:820:611:01 #55180                      \*NEW – SEMINAR IN PROF PSYCH – ACADEMICS & LEARNING PROBLEMS:  
 PREVENTION & INTERVENTION (3 crs) Oades-Sese (W2:00-4:45pm)**

**Course Description to follow**

**18:820:613:01 #48506                      **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 #49929                      **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.

**18:820:634****PSYCHODYNAMIC INTERVIEW (2 crs)  
(Last 5 weeks Fall, First 5 weeks Spring)****:01 #42052 Walkup (Fall & Spring-M1:15-4pm)****:02 #43288 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 #42053****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 #42054 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: #42922 Gantwerk****02: #45753 Haboush**

If you have a one (1) day practicum, clinical students register for section 01 and school students register for section 02.

**18:820:690****PROFESSIONAL PRACTICUM PLACEMENT (3 E crs. = second day)****01: #42055 Gantwerk****02: #47429 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)****02: #46051 Gantwerk****03: #52296 Haboush****18:820:692:01****PROFESSIONAL PRACTICUM – SOMERSET PROJECT****Boyd-Franklin/Bry****For Somerset project only.****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.

**B2 #42849 Boyd-Franklin****B3 #49750 Bry****C1 #42058 Cherniss****C2 #48034 Chu****E1 #42059 Elias****E2 #44672 Epstein****F1 #42060 Fagley****F2 #42061 Fishman****F3 #48415 Forman****G1 #42062 Gantwerk****G2 #51173 Glassgold****G3 #55209 Gregory****H1 #42063 Haboush****H2 #49664 Harris****I1 #48693 Indart****K1 #44354 Kelly****K2 #55667 Kormann**

<b><u>L1</u></b> #42064	Langenbucher
<b><u>M1</u></b> #42065	Maher
<b><u>M3</u></b> #42066	McWilliams
<b><u>M4</u></b> #42067	Messer
<b><u>M5</u></b> #46080	Morgan
<b><u>M6</u></b> : #48765	T. Morgan
<b><u>M7</u></b> : #50681	Mun
<b><u>O2</u></b> : #50972	Oades-Sese
<b><u>P1</u></b> : #42068	Pandina
<b><u>P2</u></b> : #44117	Petronko
<b><u>R1</u></b> : #52297	Rizvi
<b><u>R2</u></b> : #58290	Reddy
<b><u>S2</u></b> : #42069	Sass
<b><u>S3</u></b> : #42070	Schneider
<b><u>S5</u></b> : #44744	Skean
<b><u>W1</u></b> : #42071	Walkup
<b><u>W2</u></b> : #42072	Wilson
<b><u>Y1</u></b> : #51051	Young

- 18:820:703:01** #\* **DISSERTATION IN PROFESSIONAL PSYCHOLOGY (1 cr)**  
**permission only. Contact student coordinator for special permission #.**
- 18:820:800:01** #\* **MATRICULATION CONTINUED (0 cr.)**  
Available only to those who have an approved leave of absence.
- 18:820:811:01** # **GRADUATE FELLOWSHIP (BA – 0 cr)**
- 18:820:866:01** # **GRADUATE ASSISTANTSHIP (BA)**  
To register, students must be appointed by the University  
(PT-3 crs, FT-6 crs)
- 18:820:877:01** # **TEACHING ASSISTANTSHIP (BA)**  
To register, students must be appointed by the University  
(PT-3 crs, FT-6 crs)

## **Series 821 - Clinical Psychology Courses**

**18:821:544:01** #42923 **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** #42077 **PSYCHOLOGICAL CLINIC PRACTICUM (2-E crs) Morgan**

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

**18:821:546:01 #42078 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 #50011 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.**

**18:821:556:01 #55181 CLINICAL RESEARCH AND TREATMENT FOR YOUTH ANXIETY AND DEPRESSION (3 crs) Chu (W5:00-7:45) (year long course – both semesters required for credit)**

**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.

**~~18:821:564:01 #55076 PLAY AND MILIEU THERAPY WITH CHILDREN (3 crs) Menzel (W9:15-12:00) (CANCELLED) (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.~~

**18:821:568:01 #55179      **EATING & WEIGHT DISORDERS (3 crs)**  
Wilson (W2:00-4:45)**

The course provides an overview of the epidemiology, causes and treatment of obesity and eating disorders. The focus is on the interplay among biological, psychological, and cultural factors of the development and maintenance of these disorders. The course is open to students from doctoral programs in Psychology and Nutrition.

**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.

**18:821:610:01 #55178      **SERIOUS MENTAL ILLNESS (3 crs)**  
Walkup (T1:15-4pm)**

Introduces modern therapeutic approaches to the treatment of serious mental illness. Topics covered include: (1) treatment of basic psychopathology and core psychological issues involved in recovery; (b) evolution and rationale of various approaches to and components of hospital and community care; (c) special systematic and clinical issues associated with work with this population (e.g., interaction with physicians, use of restraints, medical-legal issues, etc.)

**18:821:612:01 #52756      **FUNDAMENTALS OF DIALECTICAL BEHAVIOR THERAPY (3 crs)**  
**S. Rizvi (T9:15-12:00) (this semester the course will be first 10 weeks only)****

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 #49085      **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 #48405      **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.

**18:821:637:01 #44613 BASIC PRINCIPLES AND METHODS OF PSYCHOANALYTIC THERAPY**  
**(3 crs) S. Warren (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 #42080 SHORT-TERM DYNAMIC PSYCHOTHERAPY (3 crs)**  
**Riggs-Skean (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 #48038 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 #48330 MULTICULTURAL SUPERVISION (1E cr)**  
**Sant'Anna-Takagi (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 #49793      **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 #44652      **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 #42081      **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.**

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 #42896      **PART-TIME INTERNSHIP IN CLINICAL PSYCHOLOGY (1 cr)**  
Bry**

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 #42082      **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 #50012 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. Two cases needed by each student to meet course requirements.

**18:826:602:01 #49086 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 #42084 Haboush (M12:30-2:45pm)**  
**:02 #44051 Romasz-McDonald (M4:15-7:00)**  
**:03 #46052 Presley (T5:00-7:45)**

**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 #42085 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.

**18:826:617:90 #51471 ASSESSMENT AND INTERVENTION IN SPORTS PSYCHOLOGY (3 crs)**  
**Maier (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 #42086 INTERNSHIP IN SCHOOL PSYCHOLOGY (3E crs)**  
**Haboush**

**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 #42083 PART-TIME INTERNSHIP IN SCHOOL PSYCHOLOGY**  
**(1E or 2E crs.--total of 3 credits per year)**  
**Haboush**

**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.