

GSAPP Spring 2013 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION

GSAPP IS NOT USING THE RUTGERS TELEPHONE REGISTRATION SYSTEM.

Register On Line:

Registration begins on November 11th 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 22

IMPORTANT DATES

- Registration period begins.....Nov 4, 2012
- Thanksgiving Day recess.....Nov 22 – 25, 2012
- Last day to file for a diploma application for a January PsyM or PsyDJan 6
- Last day to registerJan 18
- Martin Luther King Hr Day – University closedJan 21
- First day of Spring semester.....Jan 22
- Add/drop without a “W”Jan 22 - Feb 4
- Last day to file for a diploma application for a May PsyD or PsyM.....Mar 15
- Spring Break.....Mar 16 – 24

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**
 (2 crs) Cherniss (1st yr students)
 (Last 10 weeks)
01: #41809 Cherniss (W9:15-12:00pm) clinical students
02: #48505 Cherniss (T9:15-12:00pm) school students

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 #42994** **THEORETICAL FOUNDATIONS OF INTERVENTION-ANALYTIC APPROACH (3 crs)**
Skean (For 1st yr School Psychology Students)
(Last 5 weeks, first 5 weeks spring) (M1:15-4:00pm)

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 #51121** **COGNITIVE & AFFECTIVE PSYCHOLOGY (3 crs)**
Eisenhower/TBA

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.

- 18:820:506:01 #58402** **SOCIAL AND DEVELOPMENTAL FOUNDATIONS OF HUMAN BEHAVIOR**
Ashley/Chavez

This course is designed to provide students with an integrated overview of the social and developmental foundations of human behavior. It is difficult to understand any human behavior -- either typical or atypical -- without employing a developmental perspective. Likewise, human behavior is largely influenced by social factors and processes. These influences on human behavior wane and wax over a period of time, with time defined variously (i.e., historically, chronologically, biologically, and/or other experience-related time scales). Furthermore, these influences are not uniform across subgroups and across different contexts. To pull together these various issues, a lifespan systems perspective will be utilized to examine contemporary, as well as classic, issues in social and developmental psychology.

18:820:550:01 #47777 **SYSTEMS OF PSYCHOLOGY (3 crs)
Fishman (W9:15-12:00) (restricted to 2nd yr school students)**

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 #56334 **SELF, PSYCHOPATHOLOGY & THE MODERN AGE (3 crs)
Sass (T6:00-8:45)**

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 #44966 **CHILD PSYCHOPATHOLOGY (3 crs)
M. Kitzie (W5:00-7:45)**

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

18:820:575:01 #56331 **DIVERSITY & RACIAL IDENTITY (3 crs)
Kelly (M1:15-4:00)**

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.

18:820:575:90 #48460 **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 #42905 Fagley (W5:00-7:45pm)
:02 #51081 Fagley (T4:15-7:00pm)**

(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 #56333 **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 #47329 **PROFESSIONAL ETHICS, STANDARDS, AND CAREER
DEVELOPMENT (3 crs) Fishman (T1:15-4:00pm)**
(for clinical students)**

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 #48403 COGNITIVE-BEHAVIORAL ASSESSMENT OF PSYCHOLOGICAL DISORDERS/CHILD (3 crs) Foster (M5:00-7:45pm)

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 #41810 Hersey (Fall & Spring-M1:15-4pm)
:02 #42906 Skean (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 #41811 COGNITIVE-BEHAVIORAL ASSESSMENT OF PSYCHOLOGICAL DISORDERS/ADULT (2 crs) (last 5 weeks fall/first 5 weeks spring)
Fishman (T9:15-12:00)**

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 #41812 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 :640:01 #58453 ELEMENTS OF PSYCHODYNAMIC THERAPY (1 cr)
Hersey (M1:15-2:45) (last 10 weeks)

Perequisite: Foundations/Analytic and Psychodynamic Interview or permission of the instructor.

This course provides an introduction to the fundamental techniques of psychodynamic therapy, as they apply to ongoing treatment. The focus is on the pragmatics of session-to-session process: how to use guiding psychodynamic principles to inform clinical choices; how to treat symptoms in the context of ongoing exploratory therapy; how to think about what to say in challenging clinical moments; how to tailor interventions to the phase of treatment. While this course is designed to be concurrent with students' first supervised psychodynamic work, students without ongoing cases may enroll and use published case material as a vehicle for exploring course concepts.

18:820:689 PROFESSIONAL PRACTICUM PLACEMENT
(3 E crs. = one day)
01: #42598 Furrer (clinical)
02: #45065 Haboush (school)

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: #41813 Furrer (clinical)
02: #46487 Haboush (school)

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: #45331 Furrer (clinical)
03: #49849 Haboush (school)

18:820:692:01 #42427 PROFESIONAL 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 #42533 Boyd-Franklin
B3 #48273 Bry
C1 #41815 Cherniss

<u>C2</u> #46962	Chu
<u>C3</u> #58193	Cleary
<u>E1</u> #41816	Elias
<u>E2</u> #44110	Epstein
<u>F1</u> #41817	Fagley
<u>F2</u> #41818	Fishman
<u>F3</u> #47260	Forman
<u>G1</u> #41819	Gantwerk
<u>G2</u> #49252	Gregory
<u>H1</u> #41820	Haboush
<u>H2</u> #48209	Harris
<u>I1</u> #47470	Indart
<u>K1</u> #43828	Kelly
<u>K2</u> #53849	Kettler
<u>K3</u> #51365	Kormann
<u>L1</u> #41821	Langenbucher
<u>M1</u> #41822	McWilliams
<u>M3</u> #41823	Messer
<u>M4</u> #41824	Morgan
<u>M5</u> #45356	Mun
<u>P2</u> #43635	Petronko
<u>R1</u> #49850	Reddy
<u>R2</u> #52338	Rizvi
<u>S2</u> #41826	Sass
<u>S3</u> #41827	Schneider
<u>S5</u> #44173	Skean
<u>W1</u> #41828	Walkup
<u>W2</u> #41829	Wilson
<u>Y1</u> #49167	Young

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

Series 821 - Clinical Psychology Courses

18:821:538 :01 #53839 TREATMENT AT-RISK ETHNIC MINORITY ADOLESCENTS : SOMERSET PROJECT
(BA crs)
Boyd-Franklin (M11:30-1:00 & 4:00-6:45pm)

By permission of instructor

Provide doctoral students with more in-depth training in group and individual treatment of at-risk adolescents. Learn more about conflict resolution and mediation, gang violence in schools and communities, violence prevention group activities, adolescent Suicidality, at risk adolescent sexual activities. Learn motivational interviewing techniques for their individual therapy sessions.

18:821:544:01 #42599 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 #41834 PSYCHOLOGICAL CLINIC PRACTICUM (2-E crs) Morgan

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

18:821:546:01 #41835 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

18:821:567:85 #46821 CBT CHILD DISORDERS (3 crs)
Gordon (W9:15-12:00) (Meets in Instructor's office in Somerset)

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

18:821:568:01 #56337 EATING & WEIGHT DISORDERS (3 crs) Wilson (W2:00-4:45pm)

The course provides and 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.

**18:821:607:01 #53285 INTERPERSONAL PSYCHOTHERAPY (3 crs)
J. Young ((W2:00-4:45pm)**

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

**18:821:609:01 #52570 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.

18:821:616:01 #47778 FAMILY THERAPY (3 crs) Boyd-Franklin (M1:15-4:00pm)

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 #47252 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.

18:821:626:01 #58452 EVIDENCE-BASED TREATMENT: DISSEMINATION, IMPLEMENTATION, AND SCALABILITY (3 crs) Wilson (F9:15-12:00)

Permission of the instructor

Patients are not receiving evidence-based treatments in routine clinical care. Even when patients do receive these treatments they may not be optimally implemented. The course focuses on barriers to improved implementation such as the striking lack of research on training for empirically-supported psychosocial interventions and what might be done to remedy the problems. Innovative implementation strategies that are also scalable include the creative use of technology, guided self-help, and task-sharing with non-specialized health care providers. Other topics include the train-the-trainer approach, community-based partnership research, and cultural adaptation of empirically-supported treatments.

18:821:630:01 #53839 ASSESSMENT, TREATMENT, AND PREVENTION OF SUBSTANCE USE DISORDERS (3 crs) F. Rotgers (M9:15-12:00)

Provides a critical overview of theory and research on the nature of alcohol problems, alcohol abuse and alcohol dependence; models to conceptualize how people with drinking problems change; approaches to assessment; and models of treatment. An experiential element is included. Opportunities for direct clinical experience are available through PACT at GSAPP Psychological Clinic.

18:821:637:01 #44067 BASIC PRINCIPLES AND METHODS OF PSYCHOANALYTIC THERAPY (3 crs) S. Warren (W9:15-12:00)

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 #41837 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 #46966 **ADVANCED ANALYTIC GROUP SUPERVISION (1 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.

18:821:645:01 #48309 **ADVANCED ANALYTIC GROUP SUPERVISION (1 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.

18:821:647:01 # **ADVANCED COUPLES THERAPY SUPERVISION (1 cr)**

Prerequisite: Permission of instructor, with preference being given to students who have taken Behavioral Couples Therapy, Family Therapy or have previous experience in couples therapy.

This course is for those with special interest in couples therapy. It includes training for and supervision of couples therapy provided in the GSAPP clinic. Its primary focus will be upon Emotionally-Focused Couples Therapy, Susan Johnson's empirically-supported model, though contributions of other models will be discussed as well. Training modalities will include didactic training, viewing of training tapes, review of students' videotaped cases, and role playing of couple/therapist interactions.

18:821:650:01 #56096 **GAY, LESBIAN, BISEXUAL AND TRANSGENDER CLINICAL ISSUES (1 cr)
Tamm/Dorff (F9:15-12:00)**

This course is intended to focus on the psychological experiences of gay, lesbian, bisexual and transgender populations. Topics in clinical practice to be covered include: GLBT sensitivity when assessing and treating clients, the effects of heterosexism and prejudice, variations on the coming out process, diversity within the GLBT community, bullying in schools and online, the impact of the social and legal evolution of marriage and familiarization with sexual/health topics relevant in working with GLBT clients. The course will have both didactic and experiential group process components.

18:821:653:01 #44093 **CLINICAL SUPERVISION (1E cr)
Bry (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 #41838 **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 # **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 #41839 **GROUP SUPERVISION--SCHOOL PSYCHOLOGY (1E cr)
Haboush (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 **PSYCHO-ED LEARNING DISABILITIES (3 crs)
:01 #48456 **Cleary (T9:15-12:00)
:02 #54390 **Cleary (W2:00-4:45)******

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 #47779 **SCHOOL-BASED PSYCHOLOGICAL INTERVENTIONS (3 crs)
Schneider (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 #41841 Haboush (M12:30-2:45pm)
:02 #43575 Romasz-McDonald (M4:15-7:00)
:03 #45332 Shore(Th4:30-7:15)
:04 #52728 Golding (M12 :45-3:15)

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 #62039 PLANNING AND EVALUATION OF HUMAN SERVICES PROGRAM
(3 crs) Gregory (M9:15-12:00)**

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.

**18:826:632:01 #41843 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 #41840 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

3/27/2013

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.