

GSAPP Spring 2014 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION

GSAPP IS NOT USING THE RUTGERS TELEPHONE REGISTRATION SYSTEM.

Register On Line:

Registration begins on November 3rd 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, 2014

IMPORTANT DATES

Registration period begins.....	Nov 3, 2013
Thanksgiving Day recess.....	Nov 28 – Dec 1
Last day to file for a diploma application for a January PsyM or PsyD	Jan 6
Last day to register	Jan 17
Martin Luther King Hr Day – University closed	Jan 20
First day of Spring semester.....	Jan 21
Add/drop without a “W”	Jan 21 - Feb 3
Last day to file for a diploma application for a May PsyD or PsyM.....	Mar 15
Spring Break.....	Mar 15 – 23

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: #01740 Cherniss (W9:15-12:00pm) clinical students

02: #07912 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 #02872 THEORETICAL FOUNDATIONS OF INTERVENTION-ANALYTIC APPROACH (3 crs)

Hersey (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 #10178 COGNITIVE & AFFECTIVE PSYCHOLOGY (3 crs)
Isenhower (T4:15-7pm)

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 #07254 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.

**18:820:563:01 #04719 CHILD PSYCHOPATHOLOGY (3 crs)
Gregory (W2:00-4:45pm)**

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 DIVERSITY & RACIAL IDENTITY (3 crs)

**:01 #13648 Kelly (M1:15-4:00)
:02 #18667 Kelly (F1:15-4:00)**

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 #07869 DIVERSITY & RACIAL IDENTITY (3 crs)
Kelly (ONLINE COURSE) (CANCELLED)~~**

~~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 #02786 Fagley (W5:00-7:45pm)
:02 #10147 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 #13650 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 #06865 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 #07816 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.

18:820:633 COGNITIVE ASSESSMENT (3 crs)

:01 # Schneider (M9:15-12:00)
:02 # Schneider (T9:15-12:00)

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

18:820:634**PSYCHODYNAMIC INTERVIEW (2 crs)
(Last 5 weeks Fall, First 5 weeks Spring)****:01 #01741****Walkup (M1:15-4pm)****:02 #02787****Walkup (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 #01742**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 #01743**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.

18:820:638:01 #17302**PERSONALITY ASSESSMENT/ADULT (3 crs)
Sass (T9:15-12:00)****No special permission is necessary.**

An introduction to the use of the major (so-called) “projective” techniques in psychological assessment: the Rorschach Inkblot Method and the Thematic Apperception Test. The main focus will be on learning to administer, code (in the case of the Rorschach), and interpret these tests. Individual supervision is provided.

18:820 :640:01 #15264 ELEMENTS OF PSYCHODYNAMIC THERAPY (1 cr)
Hersey (M1:15-2:45) (last 10 weeks)
Recommended for 1st year clinical students

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: #02485 Furrer (clinical)
02: #04808 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: #01744 Furrer (clinical)
02: #06133 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)
01: #02648 Boyd-Franklin
02: #05058 Furrer (clinical)
03: #09097 Haboush (school)

18:820:692:01 #11205 PROFESIONAL PRACTICUM – SOMERSET PROJECT
Boyd-Franklin

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 #02423 Boyd-Franklin
B3 #07694 Bry
C1 #01746 Cherniss
C2 #06543 Chu
C3 #15113 Cleary

<u>E1</u> #01747	Elias
<u>E2</u> #03950	Epstein
<u>F1</u> #01748	Fagley
<u>F2</u> #01749	Fishman
<u>F3</u> #06804	Forman
<u>G2</u> #08569	Gregory
<u>H1</u> #01751	Haboush
<u>H2</u> #07633	Harris
<u>I1</u> #06974	Indart
<u>K1</u> #03681	Kelly
<u>K2</u> #12119	Kettler
<u>K3</u> #10350	Kormann
<u>L1</u> #01752	Langenbucher
<u>M1</u> #01753	McWilliams
<u>M3</u> #01754	Messer
<u>M4</u> #01755	Morgan
<u>M5</u> #05079	Mun
<u>P2</u> #03491	Petronko
<u>R1</u> #09098	Reddy
<u>R2</u> #11141	Rizvi
<u>S2</u> #01757	Sass
<u>S3</u> #01758	Schneider
<u>S4</u> #18543	Shernoff
<u>S5</u> #04012	Skean
<u>S6</u> #04012	Sloman
<u>W1</u> #01759	Walkup
<u>W2</u> #01760	Wilson
<u>Y1</u> #08492	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 #11323 TREATMENT AT-RISK ETHNIC MINORITY ADOLESCENTS : SOMERSET PROJECT (BA crs)
Boyd-Franklin (W2:00-4:45pm)**

This course will address the treatment of at-risk, ethnic minority adolescents in clinics and schools. It will explore culture dynamics for African American and Latino adolescents and their families. It will provide clinical as well as school-based interventions. The course will include individual, group, and family therapy interventions. The Multisystems Model will be introduced as a conceptual framework for comprehensive work with adolescents. Motivational Interviewing techniques will be taught as an evidence-based individual treatment that is particularly useful with adolescents who are initially resistant to treatment. The issues of violence prevention and gang involvement in schools and communities will be explored. SANKOFA, a culturally sensitive, evidence-based group treatment intervention will be discussed. Strategies for involving ethnic minority families in our treatment interventions in clinics and schools will be explored throughout the course.

18:821:544:01 #02486 PSYCHOLOGICAL CLINIC PRACTICUM (2 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 #01765 PSYCHOLOGICAL CLINIC PRACTICUM (2 crs) Morgan

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

18:821:546:01 #01766 PSYCHOLOGICAL CLINIC PRACTICUM (1 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

**18:821:557:01 #17303 SERIOUS MENTAL ILLNESS (3 crs)
Walkup/Sass (M6:00-8:45pm)**

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 work with this population (e.g., interaction with physicians, use of restraints, medical-legal issues, etc.)

~~18:821:567:85 #06432 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.~~

~~CANCELLED~~

~~18:821:568:01 #13654 EATING & WEIGHT DISORDERS (3 crs) Wilson (W2:00-4:45pm)~~

~~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.~~ ~~CANCELLED~~

~~18:821:569:01 #17557 PSYCHODYNAMIC APPROACHES TO DIVERSITY (3 crs)~~
~~McLean (M4:15-7:00pm)~~

~~Prerequisite:~~ Theoretical Foundations: Analytic.

~~This course focuses on the development of a critical understanding and application of psychoanalytic theory across diverse cultural contexts. We will look at developmental and relational issues to appreciate the implications of race, gender, ethnic affiliation, sexual orientation and other cultural dimensions for understanding how we construct a sense of self and relate to the world and others in it. While we will begin to familiarize ourselves with specific populations, the focus of the class will be on understanding the cultural dimensions of human experience, developing an open and flexible professional and therapeutic stance, a skill set, and cultural competence that is transferable to interactions across a wide range of human difference. Understanding the role of our own cultural identity in the cross-cultural or multicultural clinical encounter will be an important aspect of the class. A secondary focus will be the impact of multicultural dynamics in organizations and our modes of assessment. The course has both theoretical and didactic as well as experiential components. Students may use this course to meet their Diversity requirement.~~

~~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.~~

**18:821:609:01 #11314 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.

**18:821:612:01 #30557 PRACTICE OF DBT
Rizvi (3 crs) (M1:15-4:00)**

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

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

18:821:616:01 #07255 FAMILY THERAPY (3 crs) Boyd-Franklin (M1:15-4:00pm)

Only one semester will be required for this year

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 #06797 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.

18:821:630:01 #12114 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 #17305 BASIC PRINCIPLES AND METHODS OF PSYCHOANALYTIC THERAPY (3 crs) McLean (M9:15-12:00)

Prerequisites: Theoretical Foundations: Analytic, Psychodynamic Interview, Psychoanalytic Theories of Personality and Psychopathology (18:821:535) or Permission of the Instructor.

This course focuses on the psychoanalytic/psychodynamic therapy process and will be discussed using clinical case illustrations and references to the literature on analytic theory and analytic psychotherapy. Topics include: the four psychoanalytic approaches; relationship between formulation and technique; specific elaboration of concepts such as resistance, transference, countertransference, interpretation; the real relationship and the working alliance. The course will discuss treatment approaches and phases of treatment with a special subsection on attachment theory and its applications to technique. We will look at 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 #01768 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 #06546 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.

18:821:644:01 #17306 **MULTICULTURAL SUPERVISION (1 cr)
McLean (M7:15-8:45pm)**

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. Full year course.

18:821:645:01 #07727 **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 #15863 **ADVANCED COUPLES THERAPY SUPERVISION (1 cr)
Skean (F10:00-12:00)**

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 #13520 **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. **CANCELLED**~~

18:821:653:01 #03934 **CLINICAL SUPERVISION (1 cr)
Furrer (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 #01769 **INTERNSHIP IN CLINICAL PSYCHOLOGY (3 crs)
Chu**

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 #02459 **PART-TIME INTERNSHIP IN CLINICAL PSYCHOLOGY (1 cr)
Chu**

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 #01770 **GROUP SUPERVISION--SCHOOL PSYCHOLOGY (1 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 #07865 Cleary (T9:15-12:00)
:02 #12487 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 **SCHOOL-BASED PSYCHOLOGICAL INTERVENTIONS (3 crs)
:01 #07256 Forman (M9:15-12:00)
:02 #17307 Shernoff (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 (3 crs)

:01 #01772 Haboush (F9:15-12:00 noon)
:02 #03435 Romasz-McDonald (M4:15-7:00)
:03 #05059 Buxenbaum-Turner (Th5:30-8:15)
:04 #11401 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 #01773 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 #01774 INTERNSHIP IN SCHOOL PSYCHOLOGY (3 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.

**18:826:633:01 #17513 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR
Haboush**

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.

18:826:636:01 #01771 PART-TIME INTERNSHIP IN SCHOOL PSYCHOLOGY
(1 or 2 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.