

GSAPP Spring 2015 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION

GSAPP IS NOT USING THE RUTGERS TELEPHONE REGISTRATION SYSTEM.

Register On Line:

Registration begins on November 2nd 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, 2015

IMPORTANT DATES

- Registration period begins.....Nov 2, 2014
- Thanksgiving Day recess.....Nov 27 – Nov 30
- Last day to file for a diploma application for a January PsyM or PsyDJan 6
- Last day to registerJan 16
- Martin Luther King Hr Day – University closedJan 20
- First day of Spring semester.....Jan 19
- 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 12 – 20

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

18:820:502:01 #01669 **THEORETICAL FOUNDATION SYSTEMS
(2 crs) Cherniss (1st yr school students) (Last10 weeks)**

The goals of this course are to help students: a) use systems theory to better understand and deal with the social forces that affect them and their clients; b) become familiar with the organizational dynamics of schools and other human service organizations; c) learn about how systems concepts are used as a theoretical foundation for work with individuals, families, organizations, and communities; and d) become familiar with the systemic factors that affect the implementation and dissemination of evidence-based treatment programs.

18:820:503:01 #02754 **THEORETICAL FOUNDATIONS OF INTERVENTION-ANALYTIC APPROACH (3 crs)
Skean (For 1st yr School Psychology Students)
(First 10 weeks) (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 #09379 **COGNITIVE & AFFECTIVE PSYCHOLOGY (3 crs)
Isenhower (W5:00-7:45pm)**

(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.

18:820:508:01 #16806 **SYSTEMS THEORY & ANALYSIS (3 crs)
Cherniss (W9:15-12:00) (First year clinical students)**

The goals of this course are to help students: a) use systems theory to better understand and deal with the social forces that affect them and their clients; b) become familiar with the organizational dynamics of schools, clinics, hospitals, and other human service organizations; c) learn about how systems concepts are used as a theoretical foundation for work with individuals, families, groups, organizations, and communities; d) become familiar with the systemic factors that affect the implementation and dissemination of evidence-based treatment programs; e) learn about the basic principles of community psychology and prevention; and f) become familiar with evidence-based prevention programs.

18:820:550:01 #06811 **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**CHILD PSYCHOPATHOLOGY (3 crs)**

:01 #04509 Gregory (W2:00-4:45pm) (1st year school students)

:02 #18639 Benas/Schueler (M1:15-4:00) (1st year 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.

18:820:585**ADVANCED STATS & RESEARCH DESIGN (3 crs)**

:01 #02674 Fagley (W2:00-4:45pm)

:02 #09355 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 #12126**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 #06471**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 #07318 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 #14344 Schneider (T9:15-12:00)

:02 #14345 Rivera Marano(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.

18:820:636:01 #01672 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 #13085 ELEMENTS OF PSYCHODYNAMIC THERAPY (1.5 crs) Hersey (M1:15-2:45)

Recommended for 1st year clinical students

Prerequisite: 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: #02384 Furrer (clinical)
02: #04594 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: #01673 Furrer (clinical)
02: #05805 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 (BA crs)

**01: #02540 Furrer (clinical)
02: #04822 Haboush (school)
03: #08439 Boyd-Franklin (Somerset project)**

**18:820:693:01 #16499 ADVANCED PROFESSIONAL PRACTICUM/EXTERNSHIP (BA crs)
Haboush (School students)**

**18:820:695:01 #17977 PROFESSIONAL PRACTICUM PLACEMENT (0.5 crs)
Furrer (Clinical students – 1st thru 3rd year)**

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 #02325 Boyd-Franklin
B3 #07209 Bry
C1 #01675 Cherniss
C2 #06176 Chu
C3 #12996 Cleary
E1 #01676 Elias
F1 #01677 Fagley
F2 #01678 Fishman
F3 #06414 Forman
F4 #16251 Furrer
G2 #07971 Gregory
H1 #01679 Haboush
H2 #07151 Harris
I1 #06566 Indart
K1 #03523 Kelly
K2 #11026 Kettler**

<u>L1</u> #01680	Langenbucher
<u>M1</u> #01681	McWilliams
<u>M3</u> #01682	Messer
<u>M5</u> #04840	Mun
<u>P2</u> #03340	Petronko
<u>R1</u> #08440	Reddy
<u>R2</u> #10218	Rizvi
<u>S2</u> #01685	Sass
<u>S3</u> #01686	Schneider
<u>S4</u> #15383	Shernoff
<u>S5</u> #03839	Skean
<u>S6</u> #15384	Sloman
<u>W1</u> #01687	Walkup
<u>W2</u> #01688	Wilson
<u>Y1</u> #07908	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

- 18:821:543:01 #17978** **GENERAL GSAPP CLINIC (0.5 crs) Springer**

For 1st thru 3rd year clinical students seeing clients in the clinic.

- 18:821:544:01 #02385** **PSYCHOLOGICAL CLINIC PRACTICUM (2 crs) Springer**

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 #01693** **PSYCHOLOGICAL CLINIC PRACTICUM (2 crs) Springer**

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

18:821:546:01 #01694 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 #14347 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.)

**18:821:566:01 #18645 COGNITIVE BEHAVIORAL FAMILY INTERVENTION/ADOLESCENT (3 crs)
Bry (F1:15-4:00pm)**

In-depth examination of the causes, course, intervention and prevention of adolescent problems from a cognitive behavioral perspective, particularly in relationship to the whole family. Through weekly therapy video tapes, outside speakers, readings, research reports, and discussion, students will gain expertise in the secondary prevention of adolescent problems through early family intervention. Experiential requirement: carry a case, do your family's genogram, or present an on-going, empirical research project.

18:821:569:01 PSYCHODYNAMIC APPROACHES TO DIVERSITY (3 crs)

McLean

01: #14549 (M4:15-7pm)

:02: #20235 (1:15-4pm)

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.

**18:821:607:01 #18646 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 will have a variety of opportunities to gain experiential practice of IPT strategies and techniques that may include treating a case in conjunction with the class, receiving consultation on a current case the student is treating, and/or completing other practice-oriented assignments.

**18:821:609:01 #10367 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 #14663 FUNDAMENTALS OF DBT (3 crs)
Rizvi (T9:15-12:00)**

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 #06812 FAMILY THERAPY (3 crs) Boyd-Franklin (M1:15-4:00pm)

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 #06407 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 #11021 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.

18:821:631:01 #20306 BEHAVIORAL MEDICINE (3 crs)
Wilson (F9:15-12:00)

The goals of this course are to provide: (1) an introduction to the nature of behavioral medicine; and (2) a selective focus on the implementation of applied behavioral interventions for specific health-related problems.

18:821:633:01 #18647 EXISTENTIAL, PHENOMENOLOGICAL AND HERMENEUTIC
APPROACHES TO CLINICAL PSYCHOLOGY (3 crs)
Sass (M6:00-8:45pm)

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

18:821:637:01 #14348 BASIC PRINCIPLES AND METHODS OF PSYCHOANALYTIC THERAPY (3 crs)
McLean (M1:15-4:00)

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 #01696 **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 #06179 **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 #14349 **MULTICULTURAL SUPERVISION (1 cr)
McLean (M12:00-1:15pm)**

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 #07241 **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 #13470 **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.

18:821:653:01 #03763 **SUPERVISION & PROFESSIONAL DEVELOPMENT(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 #01697 **INTERNSHIP IN CLINICAL PSYCHOLOGY (3 crs)
Walkup**

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 #02358 **PART-TIME INTERNSHIP IN CLINICAL PSYCHOLOGY (1 cr)
Walkup**

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 #01698 **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 #07362 **Cleary (T9:15-12:00)**
 :02 #11342 **Cleary (T1:15-4:15)**

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 #06813 **Forman (M9:15-12:00)**
 :02 #14350 **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 #01700 **Haboush (T9:15-12:00 noon)**
 :02 #03284 **Romasz-McDonald (M4:15-7:00)**
 :03 #04823 **Buxenbaum-Turner (Th5:30-8:15)**
 :04 #10438 **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 #01701 **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 #01702 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 #14513 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR
Haboush (M5:00-7:45pm)
(Required for school students in Non-appic and APA internships)

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 #01699 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.