

GSAPP Spring 2018 CALENDAR AND INSTRUCTIONAL GUIDE REGISTRATION

GSAPP IS NOT USING THE RUTGERS TELEPHONE REGISTRATION SYSTEM.

Register On Line:

Registration begins on October 30th 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 16, 2018 IMPORTANT DATES

- Registration period begins.....October 29, 2017
- Thanksgiving Day recess.....Nov 23 – Nov 26
- Last day to file for a diploma application for a January PsyM or PsyDJan 6, 2018
- Last day to registerJan 12
- Martin Luther King Hr Day – University closedJan 15
- First day of Spring semester.....Jan 16
- Add/drop without a “W”Jan 19 - Feb 1
- Last day to file for a diploma application for a May PsyD or PsyM.....April 2
- Spring Break.....Mar 10 – 18

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

18:820:503:01 #02431 THEORETICAL FOUNDATIONS OF INTERVENTION-ANALYTIC APPROACH (3 crs)
Skean (For 1st yr School Psychology Students)
(First 10 weeks) (M1:45-4:30pm)

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.

18:820:508 SYSTEMS THEORY & ANALYSIS (3 crs)
:01 #11762 Shahidullah (T9:00-11:45) (First year school students)
:02 #13383 Romanowsky(W9:00-11:45) (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 #05600 HISTORY & SYSTEMS OF PSYCHOLOGY (3 crs)
Fishman (W1:45-4:30) (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 #03820 Segal (T1:45-4:30) (1st year school students)
:02 #12289 Benas W1:45-4:30) (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.

18:820:576:01 #16839 CONTEXT-CENTERED&JUSTICE-ORIENTED THERAPY W/PEOPLE IN MARGINALIZED COMMUNITIES (3 crs) Diversity course TBA/ (M9:00-11:45)

In this course the conceptual foundations for Relationship- and Context-centered Therapy will be presented. We will examine concepts such as Diversity, Identity, Intersectionality, Race and Oppression as social constructions. Special attention will be paid to learning cultural competency in clinical work with families, couples, and adolescents in poor, racially oppressed and marginalized communities, such as African-American, Immigrant, Latino and/or sexually or gender variant communities. The course aims to incorporate relationally and socially inflicted trauma and justice-oriented therapy into the scope of the professional work done by psychologists. This course will require from the participants personal openness to discover their own socially constructed blind spots and micro-aggressions against others. Equally, the willingness is expected to contribute to difficult conversations in an atmosphere of humility, courage, and respectful curiosity.

18:820:585 ADVANCED STATS & RESEARCH DESIGN (3 crs)
:01 #02365 Mun (T4:45-7:30) (clinical students)
:02 #07496 Fagley (W4:45- 7:30) (school students)

Covers the conduct and interpretation of multiple regression analyses and Cook & Campbell's (1979) threats to validity of research (construct, statistical conclusion, internal, and external). Provides the necessary foundation for, and some practice conducting, critical analysis and evaluation of 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.

18:820:613:01 #05336 PROFESSIONAL ETHICS, STANDARDS, AND CAREER DEVELOPMENT (3 crs) Fishman (T1:45-4:30pm) (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 SOCIAL-EMOTIONAL, BEHAVIORAL, AND PERSONALITY
ASSESSMENT/CHILD (3 crs)**

:01 #05995 Miranda (W4:45-7:30)

:02 #14375 Sabo ((W4:45-7:30)

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

18:820:633 COGNITIVE ASSESSMENT (3 crs)

:01 #10712 Schneider (T9:00-11:45)

:02 #10713 Rivera Marano(T1:45-4:30)

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.

**18:820:640:01 #10091 ELEMENTS OF PSYCHODYNAMIC THERAPY (1.5 crs)
Hersey (M1:45-3:15)**

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.

**18:820:689:02 #03877 PROFESSIONAL PRACTICUM PLACEMENT
(3 crs. = one day) McDonough
School Practicum**

**18:820:690:02 #04836 PROFESSIONAL PRACTICUM PLACEMENT (3 E crs. = second day)
McDonough (School students)**

18:820:691:02 #04034	PROFESSIONAL PRACTICUM PLACEMENT (BA crs – 3 rd day pract) McDonough (School students)
18:820:693:01 #11707	ADVANCED PROFESSIONAL PRACTICUM/EXTERNSHIP (BA crs) McDonough (School students)
18:820:695:01 #12102	PROFESSIONAL PRACTICUM PLACEMENT (0.5 crs) Diaz-Martinez (Clinical students)
18:820:696:01 #14985	4 th Year School Psychology PRACTICUM PLACEMENT (0.5 crs) McDonough (one day)
18:820:697:01 #14984	4 th Year School Psychology PRACTICUM PLACEMENT (0.5 crs) McDonough (2 nd day)
18:820:700:01 #18085	DISSERTATION PREPARATION & RESEARCH (3 crs) Fagley (T1:45-4:30)
18:820:702	DISSERTATION IN PROFESSIONAL PSYCHOLOGY (3 crs)

Students must register with a particular faculty advisor.

Required of all Psy.D. students actively involved in preparation, literature research, data collection, and writing of a doctoral project.

<u>B2</u> #02060	Boyd-Franklin
<u>C2</u> #05092	Chu
<u>C3</u> #10049	Cleary
<u>C4</u> #16663	Connelly
<u>E1</u> #01480	Elias
<u>F1</u> #01481	Fagley
<u>F2</u> #01482	Fishman
<u>F3</u> #05286	Forman
<u>G2</u> #06503	Gregory
<u>I1</u> #05408	Indart
<u>K1</u> #03106	Kelly
<u>K2</u> #08736	Kettler
<u>L2</u> #17819	LaRue
<u>M1</u> #01484	Massey
<u>M3</u> #01485	Messer
<u>M4</u> #01486	Mun
<u>R1</u> #06805	Reddy
<u>R2</u> #08127	Rizvi
<u>S2</u> #01488	Sass
<u>S3</u> #01489	Schneider
<u>S4</u> #11137	Shernoff
<u>S5</u> #03335	Skean
<u>S6</u> #11138	Sloman
<u>W1</u> #01490	Walkup
<u>W2</u> #01491	Wilson

- 18:820:703:01 #*** **DISSERTATION IN PROFESSIONAL PSYCHOLOGY (1 cr)**
By permission only. Contact student coordinator for special permission #.
Only allowed one time.
- 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

- 18:821:538:01 #13594** **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.

- 18:821:543:01 #12103** **GENERAL GSAPP CLINIC (0.5 crs) Springer**

For clinical students seeing clients in the clinic coming from 2013 and after. All other students use numbers below.

- 18:821:562:01 #13825** **BEHAVIORAL COUPLES THERAPY (3 crs)**
Kelly (T1:45-4:30)

Theoretical and empirical bases of behavioral couples therapy, and clinical applications; topics include self-report and observational assessment procedure, treatment planning, and intervention techniques such as reciprocity, communication skills, and cognitive affective interventions. Applications of behavioral couples therapy to couples from diverse ethnic/racial backgrounds and to gay/lesbian couples. **One couples case with supervision required.**

- 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.

18:821:605:01 #13768 INTEGRATIVE PERSPECTIVES ON TRAUMA (3 crs)
Indart (W1:45-4:30)

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.

18:821:608:01 #18086 INTEGRATED SERVICE DELIVERY; YOUTH ANXIETY AND DEPRESSION CLINIC (YAD-C) (BA crs)
Chu (W4:45-7:30)

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 #10861 FUNDAMENTALS OF DBT (3 crs)
Rizvi (T9:00-11:45)

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.

18:821:614:01 #12859 DBT IN PRACTICE II (BA)
Rizvi (M1:45-4:30)

Prerequisite: 18:821:613 and instructors approval This course is the second of a year-long sequence that 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 #05601 FAMILY THERAPY (3 crs) Boyd-Franklin (M1:45-4:30pm)
(2nd semester of full year course)

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 #05280 THEORY & PRACTICE OF CBT I
(3 crs each semester – both semesters required)
Wilson (T1:45-4:30)

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.

18:821:631:01 #12858 BEHAVIORAL MEDICINE (3 crs)
Wilson (W1:45-4:30)

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.

18:821:637:01 #11434 BASIC PRINCIPLES AND METHODS OF PSYCHOANALYTIC THERAPY (3 crs)
Bianchi (M4:45-7:30)

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 #001499 SHORT-TERM DYNAMIC PSYCHOTHERAPY (3 crs)
Skean (W1:45-4:30)

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 #05095 ADVANCED ANALYTIC GROUP SUPERVISION (1 cr)
McWilliams (M4:35-5:50)

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 #18087 MULTICULTURAL SUPERVISION (1 cr)
Z. Khan (M6:30-7:45)

Advanced students seeing diverse clients in cross-cultural therapy will present their work for help in areas of cross cultural formulation and treatment. Cultural diversity is defined broadly including differences (between client and therapist) in race, ethnicity, national status, religion, and sexual identity. The supervision will emphasize self-awareness in the therapist regarding their own cultural beliefs and assumptions and facilitate a cross-cultural understanding of individual and group transference, counter transference and resistance configurations to enhance treatment effectiveness. Although the focus will largely be on individual and couples cases, students interested in presenting cross-cultural group therapy or outreach activities are also welcome.

18:821:645:01 #05927 ADVANCED GROUP THERAPY SUPERVISION (1 cr)
Panzer (F1:45-3:00pm)

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 #10325 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 #03282 SUPERVISION & PROFESSIONAL DEVELOPMENT(1 cr)
Diaz-Martinez (M9:00-11:45) (1st year clinical students)**

Required for first year Clinical PsyD students.

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

**18:21:655:01 #16914 TRAINING, SUPERVISION & CONSULTATION (3 crs)
Chu (W9:00-11:45)**

The professional roles of psychologists are ever-expanding and today's clinical psychologists must be prepared to assume multiple roles throughout ones career. This class is designed to expose students to the current body of research on training, clinical supervision, and professional consultation in psychology. Training refers to the educational and instructional processes involved in the initial (e.g., graduate education) or ongoing (e.g., continuing education) learning to establish competence as a psychologist. Supervision refers to mentored activities that influence a provider's direct or indirect service with clients of psychological care. Consultation refers to a diverse array of activities wherein psychologists provide specialty services or work in collaboration across professions and in diverse settings (e.g., medical, school, forensic, business). The course includes multiple experiential assignments and learning opportunities to begin the student's development in training and supervisory competencies.

**18:821:658:01 #01500 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 #02089 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 #01546 GROUP SUPERVISION--SCHOOL PSYCHOLOGY (1 cr)
Segal (M9:00-11:45)

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 #06029 Verdesco (TH4:45-7:30)
:02 #09016 McDonough (TH4:45-7:30)

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 #05602 Shernoff (M9:00-11:45)
:02 #10716 Shernoff (W9:00-11:45)

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 #18081 McDonough (T4:45-7:30)
:02 #02903 Romasz-McDonald (M4:45-7:30)
:03 #04035 Segal (M4:45-7:30)
:04 #08293 Golding (M1:45-4:30)

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 #01503 PROGRAM EVALUATION (3 crs)
Gregory (M9:00-11:45)

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 #01504 INTERNSHIP IN SCHOOL PSYCHOLOGY (3 crs)
McDonough

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 #10809 SCHOOL PSYCHOLOGY INTERNSHIP SEMINAR
McDonough (M4:45-7:30)

(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 #01502 PART-TIME INTERNSHIP IN SCHOOL PSYCHOLOGY
McDonough(1 or 2 crs.--total of 3 credits per year)

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.

18:826:637:01 #14705 PART-TIME INTERNSHIP SEMINAR IN SCHOOL PSYCHOLOGY (BA crs)
McDonough