

Clinical Psychology

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Major Course Requirements

Clinical Psychology

Core Courses

- PSCH 481: Interviewing
- PSCH 571: Psychopathology
- PSCH 574: Techniques of Psychological Intervention
- PSCH 575: Psychotherapy Theory and Research
- PSCH 577: Ethics and Professional Development
- PSCH 579 (6 semesters): Current Topics in Clinical Psychology
- PSCH 581: Practicum in Interviewing
- PSCH 582 (2 semesters): Practicum in Psychological Assessment
- PSCH 583 (2 semesters): Practicum in Clinical Intervention
- PSCH 584 (8 semesters): Practicum for Clinical Trainees on Assessment, Intervention and Research
- PSCH 595 (1 semester): Methods and Measurement in Clinical Psychology

In addition, Clinical students are required (for Insurance purposes) to be registered for PSCH 584 every semester when they are seeing clients, including Summer semesters.

Additional Course Requirements and Options

Students in the Clinical Program are required to meet APA requirements for graduate-level education in five “Discipline Specific Knowledge” areas including Affect, Biological bases of behavior, Cognitive bases of behavior, Lifespan Developmental Psychology, and Social bases of behavior.

Students can meet the requirements for these Discipline Specific Knowledge areas with the courses listed below. These courses are a representative listing that have been approved by the Director of Clinical Training and the faculty of the Clinical Psychology

Program. Students may also seek approval of the Director of Clinical Training for other courses that meet the spirit of the APA Discipline Specific Knowledge policy. The APA examines this course listing during accreditation site visits every 3 to 5 years. In addition, State Licensing Boards review the transcripts of applicants and occasionally ask for course syllabi to assess the extent to which they adequately cover these areas.

Affective Bases of Behavior. Students are not required to take specific courses to meet this requirement, because we can demonstrate to APA that students receive an appropriate amount of training in this area via their other coursework. We demonstrate this by providing syllabi from multiple courses that clinical psychology students take that all address affective bases of behavior.

Biological Bases of Behavior. We recommend that students take PSCH 564: Behavioral Pharmacology: Pharmacological Bases of Behavior, but also will accept PSCH 483: Neuroanatomy, PSCH 485: Neuroscience II, PSCH 565: Advanced Cognitive Neuroscience, or PSCH 568: Seminar in Behavioral Neuroscience to meet this requirement.

Cognitive Bases of Behavior. We recommend that students use the Clinical Brown Bag semester focusing on Cognitive Psychology to meet this requirement. Other courses that meet this requirement are: PSCH 553: Cognitive Psychology of Memory and Attention, PSCH 555: Cognitive Psychology of Thinking, and PSCH 557: Cognitive Psychology of Skill and Knowledge Acquisition.

Lifespan Development. We recommend that students take PSCH 526: Lifespan Development. Note that courses that focus on only one part of the lifespan (childhood, adolescence, old age) do not meet APA DSK requirements.

Social Bases of Behavior. We recommend that students use the Clinical Brown Bag semester focusing on Social Psychology to meet this requirement. Other courses that meet this requirement are PSCH 415: Social Bases of Health Behavior, and PSCH 512: Attitudes and Social Cognition.

Starting with the entering class in Fall 2018, new APA guidelines have come into effect which require not only graduate-level expertise in these same areas (by taking the same classes listed above) but also that students demonstrate the ability to integrate graduate level expertise across two of these fields. This requirement will be met by the student submitting a paper (either from a class assignment or from their own research work) that demonstrates integration of two of these fields. This paper should also include a cover page (max 250 words) that outlines how the paper demonstrates the APA's requirement of "Advanced Integrative Knowledge in Scientific Psychology." See the Clinical Handbook for more details.

Changes in the Format of PSCH 579 effective Fall 2020

Starting with the Fall semester, 2020, PSCH 579 will have a rotating sequence of course content that will address each of the following three content areas 1) Social bases of behavior (Fall, 2020 and every three years); 2) Cognitive Bases of Behavior (Fall 2021 and then every three years); and 3) Understanding and enhancing diversity in clinical psychology (Fall, 2022, and then every three years). Thus, across the first three years of the graduate program, students will be able to meet their Discipline Specific Knowledge area contents for social and cognitive, as well as diversity training through the PSCH 579 sequence. The Spring semesters of 579 will include case presentations, presentations of master's projects, professional development discussions, and guest research speakers.

Clinical Competence Requirements

The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs¹

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional,

¹ This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard to the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information

regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

Clinical Competence Assessment

Student clinical performance is evaluated every semester while the student is working with clients, and clinical supervisors will review their evaluations with the students at least at the end of the semester if not more frequently. If students are not making expected progress, the student will meet with the DCT and involved clinical supervisors to develop a remediation plan. In addition, at the end of each academic year, all evaluations from clinical supervisors, as well as indicators of academic performance and research productivity will be evaluated, and areas of strength and difficulty are indicated in the yearly evaluation letter. As noted above, if students are not able to meet clinical competency requirements, the clinical faculty cannot ethically put them forward for PhD candidacy within the Clinical program.

Timing of Research Accomplishments in relation to Clinical Opportunities.

Students are required to have completed their Master's degree, and demonstrate an appropriate level of clinical competence (based on evaluations from clinical supervisors) before they can apply for a Clinical Externship. In addition, students must have a Committee-approved Dissertation proposal before they can apply for a Clinical Internship. The proposal must be approved by September 30th of the year that the student wants to apply for a Clinical Internship.

Preliminary Examination Requirements

The Preliminary Examination in Clinical Psychology consists of two parts: a paper and a faculty review of the student's academic and clinical progress in the program. The paper may be a data based, journal- format article or a literature review that demonstrates the student's competence in integrating theory, research, and practice. In either case, the paper should demonstrate clear relevance to the field of clinical psychology. In addition, one important function of the paper is to provide the student an opportunity to gain a publication. The student should be the first author of the Preliminary Examination paper. If the paper is associated with a collaborative publication with a faculty member on a book chapter, literature review, or study, the student must clearly indicate their role in developing the idea, completing the research, and writing the resulting paper, and their participation should clearly demonstrate the student's competence as noted above

The second aspect of the Preliminary examination consists of an evaluation, by the Program faculty, of the student's entire academic and clinical performance, from entrance to the department to the completion of the Prelim paper. In the event that notable deficits are identified, the Program will decide whether to require remediation or deny admission to doctoral candidacy. The procedures for the Clinical Psychology Preliminary Examination involve the following steps:

1. The student submits a 3-5 page, single-spaced proposal for the paper to the Director of Clinical Training. The nature of the project will determine the content of the proposal. If the paper is a literature review, the proposal should address the current state of the literature, the boundaries of the review, and in what way the proposed review will provide a contribution of sufficient importance to be publishable. If the paper is to be based on a study, the proposal should specify the literature to be reviewed, study design, measures, and overview of data analysis. All proposals will address the paper's relation to the student's Master's thesis and a time line for completion of the project. The Prelim paper should not be duplicative of the thesis but may be part of a program of research. The project should take one to two semesters to complete.
2. Upon Program approval of the general focus of the proposal in terms of relevance to the field, the Director of Clinical Training will appoint a three-person Oversight Committee, which will be responsible for reading the paper and deciding whether to accept the proposal as submitted, reject the proposal as inconsistent with the Program's Prelim policy, or offer suggestions for changes. In the latter case, the student may be asked to resubmit a revised proposal or work with the Oversight Committee to address the issues raised by the Program. If a proposal is resubmitted, students must include a copy of the letter written by the Director of Clinical Training which informed the student of needed changes and issues to address.

3. The approved proposal and any written communications between the Director of Clinical Training and the student and between the student and the Prelim committee must accompany the final paper. The Committee Chair will provide written feedback to the student.
4. If the Oversight Committee approves the paper, the Program will convene to receive the comments of the Committee and review the student's academic and clinical performance. At this point the Clinical Division will determine whether the student has demonstrated sufficient expertise in both their research and clinical work to be moved on to candidacy for the Ph.D. Students entering the program in Fall 2017 or later are required to submit a "Prelim Portfolio" in addition to their Prelim Paper for this assessment. The Prelim Portfolio consists of a comprehensive assessment report, a treatment plan, and current CV. The Prelim paper and Prelim Portfolio should be emailed to all clinical faculty.
5. The Director of Clinical Training will provide the student with a summary of the Program's evaluation and decision about passing the Preliminary Examination.
6. The Oversight Committee and two members of the Clinical Program will sign official documents for the Graduate College.

Requirement Checklist

I. General Departmental Requirements

- Advisor-approved MA Proposal
- Approval of Proposed Minor
- Committee-approved MA Proposal
- Committee-approved MA Thesis
- Graduate College--Approved MA Degree
- Preliminary Examination Proposal
- Committee-approved Preliminary Examination
- Graduate College--Admission to Candidacy
- Committee-approved Ph.D. Proposal
- Committee-approved Ph.D. Dissertation
- Major Program Requirements
- DSK Area Requirements
- Two semesters 50% TA (or equivalent) and TA orientation class
- Graduate College--Approved Ph.D. Degree

II. Department Course Requirements

- PSCH 507 Emerging Research Issues (1 hour fall, 1 hour spring)
- PSCH 508 Colloquium on Teaching Psychology (1 hour, fall)
- PSCH 541 Introduction to Computing in Psychology (1 hour, spring)
- PSCH 543 Research Design and Analysis (4 hours, fall)
- PSCH 545 Multivariate Analysis (3 hours, spring)
- PSCH 591 Research Apprenticeship (2 hours, fall)
- PSCH 591 Research Apprenticeship (2 hours, spring)
- PSCH 598 Thesis Research (3 hours, fall)
- PSCH 598 Thesis Research (3 hours, spring)
- PSCH 599 Dissertation Research (12 hours)
- Students must complete 32 semester hours of course work for the MA
- Students must complete 96 semester hours of course work for the Ph.D.

III. One-year APA-Approved Clinical Internship

IV. Major Area Course Requirements

Starting with the Fall semester, 2020, the Clinical Brown Bag in the fall semester will have a rotating sequence of course content that will address each of the following three content areas during the fall semester: 1) Social bases of behavior (Fall, 2020 and every three years); 2) Cognitive Bases of Behavior (Fall 2021 and then every three years); and 3) Understanding and enhancing diversity in clinical psychology (Fall, 2022, and then every three years). Thus, across the first three years of the graduate program, students will be able to meet their Discipline Specific Knowledge area contents for social and cognitive through the Clinical Brown Bag sequence.

- ___ PSCH 581 Practicum in Interviewing (2 hours)
- ___ PSCH 571 Psychopathology (3 hrs)
- ___ PSCH 574 Techniques of Psychological Interventions (3 hrs)
- ___ PSCH 575 Psychotherapy Theory and Research (3 hrs)
- ___ PSCH 577 Ethics & Professional Development (3 hrs)
- ___ PSCH 579 Current Topics in Clinical Psychology (Brown Bag--6 semesters)
- ___ PSCH 582 Practicum in Psychological Assessment (2 semesters--2 hrs each)
- ___ PSCH 583 Practicum in Clinical Interventions (2 semesters, 3 hrs each)
- ___ PSCH 584 Practicum for Clinical Trainees on Assessment, Intervention and Research (every semester that clinical work is being conducted, 1 hr first 8 semesters, including summers)
- ___ PSCH 595 Research Methods in Clinical and Community Psychology (2 hrs)

V. APA Domain Specific Knowledge Requirements

___ one approved course in Biological Bases of Behavior:

___ one approved course in Cognitive-affective Bases of Behavior or completion of Brownbag course on cognitive bases of behavior:

___ one approved course in Social Bases of Behavior or completion of Brown Bag course on social bases of behavior:

___ one approved course in Lifespan Development

___ Integrative Paper approved by Clinical Division (required only for students entering the Division Fall 2018 or later)

SAMPLE 4-YEAR COURSE SCHEDULE

YEAR 1

Research: Develop and propose master's thesis

Clinical Work: In conjunction with psychology 481, students will conduct interviews of adults from the subject pool. In conjunction with 581 students will observe and conduct intake interviews in OAPS. Students will also begin to have assessment cases as part of their assessment practicum (PSCH582) in the spring.

Required Courses:

FALL

Course #	Course Name	Credit hours
507	Emerging Research Issues	1 hr.
508	Colloquium on the Teaching of Psychology	1 hr.
543	Research Design & Analysis	4 hrs.
591	Research Apprenticeship	2 hrs.
595	Methods & Measures in Clinical Psychology	2 hrs.
481	Interviewing	1 hr.
571	Psychopathology	3 hrs.
579	Current Topics in Clinical Psychology ("Brown Bag")	1 hr.
581	Practicum in Interviewing	2 hrs.
584	** Practicum for Clinical Trainees	1 hr.
		TOTAL: 18 hrs

SPRING

Course #	Course Name	Credit Hours
507	Emerging Research Issues	1 hr.
541	Introduction to Computing in Psychology	1 hr.
545	Multivariate Analysis	3 hrs.
591	Research Apprenticeship	2 hrs.
<i>If offered, take 575 or 577. If neither is offered, take a course to fulfill DSK requirements.</i>		
575 or	Psychotherapy Theory and Research (575) or	3 hrs.
577	Ethics and Professional Development (577)	3 hrs.
579	Current Topics in Clinical Psychology ("Brown Bag") addressing social psychology requirements, cognitive psychology requirements or diversity training	1 hr.
582	Practicum in Psychological Assessment	4 hrs.
584	**Practicum for Clinical Trainees on Assessment, Intervention and Research	1 hrs.
		TOTAL: 15 hrs

YEAR 2

Research: Conduct master's research and defend master's thesis

Clinical Work: OAPS Year 2 Practicum: Practica are highly individualized according to the readiness of the student. See Clinical Division Handbook for more information.

Required Courses:

SUMMER

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	1-2 hrs
598	M.A. Thesis	3-6 hrs.
		TOTAL: 4-8 hrs.

FALL

<u>Course #</u>	<u>Course Name</u>	<u>Credit hours</u>
598	M.A. Thesis	3 hrs.
582	Practicum in Psychological Assessment	4 hrs.
574	Techniques of Psychological Interventions	3 hrs.
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	1-2 hrs.
579	Current Topics in Clinical Psychology ("Brown Bag") addressing social psychology requirements, cognitive psychology requirements or diversity training 1 hr.	
	APA DSK Requirements	3-6 hrs.
		TOTAL: 15- 18 hrs

SPRING

<u>Course #</u>	<u>Course Name</u>	<u>Credit hours</u>
598	M.A. Thesis	3hrs.
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	2 hrs.
579	Current Topics in Clinical Psychology ("Brown Bag")	1 hr.
	<i>If offered, take 575 or 577</i>	
575 or	Psychotherapy Theory and Research (575) or	3 hrs.
577	Ethics and Professional Development (577)	3 hrs.
	Courses to meet DSK criteria	3-6 hours
		TOTAL: 15-18 hrs.

YEAR 3

Research: Propose and Defend Prelim

Clinical Work: 1) OAPS Year 3 Practicum – see Clinical Division Handbook
2) Turn in petition for external practicum for year 4, if desired.

Required Courses:

Note: After completing the Master's Thesis, sign up for PSCH 596 Independent Research rather than PSCH 598 Master's Thesis

SUMMER

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	1-2 hrs
598	M.A. Thesis	3-6 hr.
		TOTAL: 4-8 hrs.

FALL

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
598	M.A. Thesis	1 hr.
583	Practicum in Clinical Interventions	3 hrs.
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	2 hrs.
579	Current Topics in Clinical Psychology ("Brown Bag") addressing social psychology requirements, cognitive psychology requirements or diversity training 1 hr	1 hr
	APA DSK Requirements	3-6 hrs.
		TOTAL: 10-13 hrs

SPRING

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
598	M.A. Thesis	1 hr.
583	Practicum in Clinical Interventions	3 hrs.
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	2 hrs.
579	Current Topics in Clinical Psychology ("Brown Bag")	1 hr.
	Electives to complete Minor and APA Breadth Requirements	3-6 hrs.
	<i>If not yet taken, 575 or 577</i>	
575 or	Psychotherapy Theory and Research (575) or	3 hrs.
577	Ethics and Professional Development (577)	3 hrs.
		TOTAL: 16-19 hrs

YEAR 4

Research: Propose dissertation

Clinical Work: 1) External practicum Practicum (at OAPS if needed)
2) Turn in petition for external practicum for year 5, if desired

Required Courses:

SUMMER

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	1-2 hrs
596	Independent Study	4-10 hrs.
		TOTAL: 5-12 hrs.

FALL

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
599	Dissertation Hours	4-10 hrs.
	Electives to complete DSK Requirements	3-9 hrs.
584	12 hr. externship strongly recommended	1-4 hrs.
		TOTAL: Vary by focus

SPRING

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
599	Dissertation Hours	4-10 hrs.
	Electives to complete DSK Requirements	3-9 hrs.
584	12 hr. externship strongly recommended	1-4 hrs.
		TOTAL: Vary by focus

Although our Clinical Program is designed so that students can complete the program in four years and then go on to internship, students vary in their interests and focus. Some students prefer to spend more time in graduate school to increase their publication record prior to internship, and some students are interested in experiencing a greater number of clinical externship options before they feel ready to pursue an internship. We feel that these are both reasonable considerations, and note that these goals might increase the number of years that students spend in the graduate program.