

Program Philosophy and Overview

The Clinical Program, which was established in 1979, has been fully accredited by the American Psychological Association (APA) since 1984. The mission of the program is to train highly effective, professional, and knowledgeable scholar-practitioners, committed to life-long learning in clinical psychology. We seek to produce clinical psychologists who integrate scientific foundations, inquiry, theory, and research into clinical practice and are well prepared for careers in a variety of settings. The program is designed to educate students in the conceptual and empirical foundations of clinical psychology, train them to become knowledgeable and thoughtful scientific scholars, and train them intensively in a variety of assessment, research, and therapeutic approaches. This training is accomplished through an integrated and sequential program that is graded for complexity and one that includes didactic, practicum, and supervised experiences in diverse settings. The program emphasizes scholarly and conceptual thinking, empirical research, and values diversity of thought in clinical psychology.

- Students are offered training in a majority of the evidence-based approaches. The program is balanced and offers broad-based, yet intensive training, in humanistic, psychodynamic, cognitive-behavioral and family system therapies.
- The clinical program offers intensive training from adulthood to old age but offers students the opportunity to enroll in coursework throughout the developmental spectrum from childhood to old age.
- The clinical training offers a multi-step stem-branch sequence for psychotherapy training. Following foundation theory courses, the program simultaneously integrates didactic, research, and clinical training and offers stepwise training in all modalities of therapy including individual, child, couples, and family therapy.
- There is a strong research emphasis in the clinical program at . Research training is intended to provide students with a broad understanding of the scientific foundations of psychology and enable them to understand, critically evaluate, and conduct research. The program also teaches students to integrate clinical practice and research.
- The clinical program offers systematic multi-level, multi-modal supervision that is sequentially organized. Students systematically receive increasingly advanced supervision in both individual and group supervision settings, by advanced students and faculty, in the areas of clinical assessment, clinical interventions, and research, beginning in their first year and continuing until the end of training.
- The clinical program has developed a model of student-centered training that includes the development of courses and seminars geared toward orienting and facilitating students'

experiences within the clinical program, in externships, in clinical training, and in conducting research.

- The clinical program places a significant emphasis on creating and maintaining diversity.

Overview of Academic Program Structure

The clinical program curriculum consists of a four-year academic sequence followed by a University-approved internship. The academic coursework consists of foundation courses in psychology and clinical psychology, a research sequence culminating in Doctoral Research Projects I and II, an assessment sequence, and a psychotherapy sequence.

Students receive didactic training in assessment and psychotherapy and are required to see patients through the Clinic as part of the practicum components of the assessment sequence (first and second year) and psychotherapy sequence (third year and fourth year). In the second, third, and fourth (optional) years of the program, students also complete externships in approved training facilities. This work is concomitant with full-time attendance at school.

Research training is also an integral part of the basic curriculum. Students receive training in research methodology, design, and statistics and are required to complete two doctoral research projects. Many members of the faculty are available via a research seminar to be research advisers. Students indicate a preference for their research adviser at the end of their first year. Student preference is weighed against faculty availability in order to match all students with a research adviser. The research requires completion of a comprehensive, critical review of the literature (Doctoral Research Project I) as well as a qualitative or quantitative empirical study (Doctoral Research Project II).

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