

PSYD IN CLINICAL PSYCHOLOGY

Program Length: 5 Years

Program Chair/Director of Clinical Training: Jerry L. Kernes

Accreditation

Accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accreditation status should be directed to the following:

Office of Program Consultation and Accreditation,
American Psychological Association
750 1st Street NE, Washington, DC 20002-4242
Phone: (202) 336-5979
Email: apaaccred@apa.org
Website: www.accreditation.apa.org/ (<http://www.accreditation.apa.org/>)

Program Policies

All students admitted into the PsyD program at the University of La Verne are governed by, expected to be familiar with, and abide by the Program's policies as described in the *PsyD Program Policies and Procedures Handbook* located on the program's website.

The *PsyD Program Policies and Procedures Handbook* is designed to orient and guide students admitted to the PsyD Program in Clinical Psychology through their educational journey at the University of La Verne. It contains information regarding the policies and procedures that govern both administrative and academic matters. Where appropriate, students may be referred to additional documents for further information on program policies and procedures. The *PsyD Program Policies and Procedures Handbook* applies to all students active in the program (i.e. to all students whose PsyD degree has not posted). Clarification of matters contained in this handbook may be obtained from the Program Chair/Director of Clinical Training (PC/DCT). PsyD students should note that the policies outlined in the *Program Policies and Procedures Handbook* may be more stringent than the policies contained in the university catalog. PsyD students are expected to abide by the policies outlined in the *PsyD Program Policies and Procedures Handbook* and will be held accountable to them.

Statement on Diversity and Nondiscrimination

The PsyD program is a secular doctoral program and embraces diversity of all kinds. The program welcomes students, faculty, and staff from diverse ethnic, cultural, religious, sexual orientation, age, and ability backgrounds. The program is committed to creating and maintaining a positive training climate that

- a. allows for open inquiry, free expression, and effective conflict resolution, and
- b. promotes the understanding and affirmation of all aspects of human diversity.

The PsyD program is committed to providing equal access and opportunity for all members of the University community in a safe and non-discriminatory learning, living, and working environment. In accordance with the requirements and prohibitions of Title IX of the

Education Amendments of 1972 ("Title IX"), Titles VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal and California laws, the program (and University) does not discriminate on the basis of race, color, religion, national origin, ethnic origin, ancestry, citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability, medical condition, genetic characteristics, military and veteran status, or any other characteristic or status protected by applicable law as to the admission or enrollment of any student, or its educational programs and activities; the employment of any member of the faculty or staff; the selection and treatment of volunteers or unpaid interns; or to the election of any officer or trustee of the University.

Mission, Philosophy, Principles, and Aims

The University of La Verne's APA accredited PsyD program prepares students for careers as licensed psychologists. The primary mission of the program is to prepare doctoral students to become multiculturally competent professionals in the specialty of clinical psychology.

The program's philosophy is that clinical practice is based on the scientific foundations of psychology and that the science of psychology is informed by effective clinical practice. Consistent with this view, our program emphasizes systematic training in research and practice and students develop competencies in clinical and research domains. The curriculum is designed to prepare clinicians who can critically evaluate empirical research pertinent to the practice of clinical psychology and who can incorporate this information into their professional practice.

The program is guided by an overarching set of principles designed to:

- a. integrate theory, research, and practice;
- b. infuse multicultural issues throughout;
- c. provide a sequential, cumulative, and graded in complexity experience that enhances coherency and depth;
- d. encourage active collaboration among students and foster cooperative classroom and program environments; and
- e. meet NCSPP core professional competencies.

The PsyD program has established the following aims:

Aim 1: Knowledge and Integration. Produce graduates who are knowledgeable of, skilled in applying, and able to integrate among: the theoretical and scientific foundations of the discipline of psychology; the core foundations of professional psychology; and multicultural clinical psychology.

Aim 2: Practice Application. Produce graduates who are skilled in the foundational and functional competencies associated with the practice of clinical psychology.

Aim 3: Research Application. Produce graduates who are knowledgeable about and skilled in the principles of psychological research and can utilize and integrate such knowledge with clinical practice.

Discipline-Specific Knowledge and Profession-Wide Competencies

Consistent with standard II B1 of the American Psychological Association's *Standards of Accreditation*, the PsyD program is designed to ensure that students have attained the necessary *discipline-specific*

knowledge that provides a foundation for the practice of health service psychology, including the following graduate-level competencies:

Competency 1: Students will demonstrate comprehensive understanding of the history and systems of psychology including the origins and development of major ideas in the discipline of psychology.

Competency 2: Students will demonstrate comprehensive understanding of the affective aspects of behavior including affect, mood, and emotion.

Competency 3: Students will demonstrate comprehensive understanding of the biological aspects of behavior including neural, physiological, anatomical, and genetic aspects of behavior.

Competency 4: Students will demonstrate comprehensive understanding of the cognitive aspects of behavior including learning, memory, thought processes, and decision-making.

Competency 5: Students will demonstrate comprehensive understanding of the developmental aspects of behavior including transitions, growth, and development across the lifespan.

Competency 6: Students will demonstrate comprehensive understanding of the social aspects of behavior such as group processes, attributions, discrimination, and attitudes.

Competency 7: Students will demonstrate comprehensive understanding of the integration of affective and cognitive aspects of behavior.

Competency 8: Students will demonstrate comprehensive understanding of research methods including strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, descriptive, and experimental research designs; measurement techniques; sampling; replication; theory testing, qualitative methods; meta-analysis; and quasi-experimentation.

Competency 9: Students will demonstrate comprehensive understanding of quantitative methods including mathematical modeling and statistical analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.

Competency 10: Students will demonstrate comprehensive understanding of psychometrics including theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory and standardization.

Consistent with standard II B1 of the American Psychological Association's *Standards of Accreditation*, the PsyD program is designed to ensure that students have attained the necessary, *profession-wide competence* as health service psychologists in clinical psychology, including:

Competency 1: Research:
Students will demonstrate the ability to:

- a. Independently formulate research or other scholarly activities (such as critical literature reviews, program development/evaluation, clinical case studies, efficacy studies, theoretical dissertation).
- b. Conduct research and/or other scholarly activities.
- c. Critically evaluate and disseminate research and/or other scholarly activity via professional publication and presentation at local, regional, or national level.

Competency 2: Ethical and legal standards.

Students will demonstrate the ability to:

- a. Understand and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct, relevant laws, regulations, rules, and policies governing health service psychologists, and relevant professional standards and guidelines.
- b. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve dilemmas.
- c. Conduct oneself in an ethical manner in all professional activities.

Competency 3: Individual and cultural diversity

Students will demonstrate:

- a. Understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- b. Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- c. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g. research, services, and other professional activities). This includes the ability to apply a framework for working with areas of individual and cultural diversity not previously encountered. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- d. The requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Competency 4: Professional values, attitudes, and behaviors

Students will demonstrate the ability to:

- a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- c. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 5: Communication and interpersonal skills

Students will demonstrate the ability to:

- a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 6: Assessment

Students will demonstrate the ability to:

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 7: Intervention

Students will demonstrate the ability to:

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Apply relevant research literature to clinical decision-making.
- Modify and adapt evidence-based approaches effectively when a clear evidenced-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 8: Supervision

Students will demonstrate:

- Knowledge of supervision models and practices.
- Apply this knowledge in practice with peer supervisees.

Competency 9: Consultation and interprofessional/interdisciplinary skills.

Students will demonstrate:

- Knowledge and respect for the roles and perspectives of other professions.
- Demonstrate knowledge of consultation models and practices.

Grading Policies

The PsyD program uses the following grades in evaluation of students' performance (A, A-, B+, B, B-, and F) or (Credit, No Credit). The minimal passing grade for all letter grade courses is B-. The minimal passing grade for all Credit/No Credit courses is "Credit." A final grade lower than a B- in a letter grade course or "No Credit" in a CR/NCR course is evaluated as failing the course and the course must be retaken for course credit to be obtained. PsyD students may retake a course for course credit only once. Any student failing any course in the program twice will be dismissed from the program.

Masters of Psychology

Students may apply for a MS in Psychology at the completion of their second year of the PsyD program. This degree is intended only as an en route degree toward completion of the PsyD and is not a terminal

master's degree. Students must be in good academic standing at time of application and have successfully completed their first two years of required coursework. Courses required during the first two years of the program are identified below. Completion of PSYD 629 Competency Exam is not required for advancement to the master's degree. Those students awarded the degree may participate in Commencement during in spring of year 2. For more information on applying for the Masters of Psychology, please see the *PsyD Program Policies and Procedures Handbook*.

Advancement to Doctoral Candidacy

Students are admitted into the PsyD program as pre-candidates. To be advanced for doctoral candidacy, pre-candidates must, at a minimum

- complete their first 3 years of coursework,
- complete a minimum of 1,500 clinical practicum hours,
- pass PSYD 629 Competency Exam, and
- complete PSYD 641 Dissertation II.

Evaluation for doctoral candidacy occurs after completion of both PSYD 629 Competency Exam and PSYD 641 Dissertation II. All students must earn candidacy status in order to complete the program. Students must be advanced to candidacy before they can apply for internship. Once candidacy is granted, students are permitted to use the title "Doctoral Candidate" or "PsyD Candidate." Students are prohibited from using these titles before then and should instead refer to themselves as a "Doctoral Student," or "PsyD Student." Dismissal of a student may occur even after the conferring of candidacy and passing the Competency Exam if the student does not meet the dissertation competency and/or internship competency, or if the student's personal or professional behavior does not continue to meet required standards for the profession.

Continuous Enrollment

Students must be continuously enrolled in the program until their degree is completed. The program distinguishes between two types of continuous enrollment: Dissertation Continuance and Program Continuance. Details concerning continuous enrollment are presented in the PsyD Program Policies and Procedures Handbook.

Degree Completion Time Limit

While students are expected to complete their PsyD requirements and graduate in five years from the date of matriculation, all requirements for the doctoral degree must be completed within 8 years from the start of the student's first course in the PsyD program.

Dismissal from Program

Students may be dismissed from the program under several circumstances including, but not limited to: academic dishonesty, academic disqualification, failure to maintain minimum academic standards, failure of program activities measuring student competencies, failure to maintain satisfactory academic progress, unethical or unprofessional conduct, circumstances interfering with training, well-being of others, or felony conviction. Students dismissed from the program may not apply for readmission.

Licensure

Courses in the PsyD curriculum are consistent with educational requirements for licensure in California. Because licensure requirements vary among states, students interested in practicing outside of California

are encouraged to consult the licensing boards in the states where they intend to practice.

Degree Length and Residency Requirements

The PsyD program is designed to be completed in five years. The program consists of a total of 120 semester hours (SH). The program requires all students to be enrolled on a full-time basis for four years of coursework. Students complete a one-year, fulltime predoctoral internship in their fifth year. The internship must be completed before the doctoral degree is granted.

Admissions Requirements and Procedures

Admission Requirements (Fall 2024 and Forward)

The graduate psychology programs participate in a Centralized Application Service (PSYCAS). The program welcomes applicants from diverse ethnic, cultural, religious, sexual orientation, age, and ability backgrounds.

1. Completed PSYCAS application.
2. Applicants to the PsyD program must submit documentation of having earned a bachelor's degree in psychology or a closely related field from a regionally-accredited institution.
3. A minimum overall undergraduate GPA of 3.00 is required. A Master's degree is not required for admission and a Master's GPA may not be substituted for a deficient undergraduate GPA.
4. Prerequisite coursework with a grade of C-/credit or better must include: introductory or general psychology, statistics, experimental psychology or research methods, abnormal psychology or psychopathology; and two additional psychology courses.
5. International students must submit proof of proficiency in the English language via a satisfactory total TOEFL or Duolingo score. The minimum required TOEFL total score for the 3 versions of the TOEFL are: 600 (paper-based version), 250 (computer-based version), and 100 (internet-based version). Duolingo English test of 130 or higher.
6. Official test scores for the Graduate Record Examination (GRE) General test (Verbal, Quantitative, and Analytical Writing). The minimum required GRE scores are 295 (Verbal and Quantitative combined) and 3.5 (Analytical Writing). Scores must be recent (no older than 5 years).
7. A current curriculum vita.
8. A statement of professional goals and aspirations (double spaced, 1000 words maximum) is also required. The statement should address the applicant's interest in our program; their compatibility with the research interests of the PsyD faculty; their goals for training; and their future aspirations.
9. Three letters of recommendation from individuals familiar with the applicant's academic preparation, fieldwork, employment, or volunteer experience. All three letters must be from individuals who are qualified to objectively assess the applicant's ability to succeed in doctoral-level study and potential to function competently as a professional clinical psychologist.

Following receipt and review of application materials, an interview is required for those being considered for admission. Interviews are held in January and February. Students are notified of their admission status by the middle of March, and are given until April 15th to respond. Prior to enrolling in the fall, admitted students must provide an official transcript indicating their undergraduate degree has been completed. Admission

may not be deferred. Only admitted students may take courses in the program

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1. Completed PSYCAS application.
2. Applicants to the PsyD program must submit documentation of having earned a bachelor's degree in psychology or a closely related field from a regionally-accredited institution.
3. A minimum overall undergraduate GPA of 3.10 is required. A Master's degree is not required for admission and a Master's GPA may not be substituted for a deficient undergraduate GPA.
4. Pre-requisite coursework with a grade of C-/credit or better must include: introductory or general psychology, statistics, experimental psychology or research methods, abnormal psychology; and two additional psychology courses including but not limited to: history and systems of psychology, social psychology, theories of personality, human development/developmental psychology, clinical psychology, physiological psychology, biopsychology, multicultural psychology, psychological testing/psychometrics, cognitive psychology, learning/memory, or sensation and perception.
5. International students must submit proof of proficiency in the English language via a satisfactory total TOEFL or Duolingo score. The minimum required TOEFL total score for the 3 versions of the TOEFL are: 600 (paper-based version), 250 (computer-based version), and 100 (internet-based version). Duolingo English test of 120 or higher.
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Students with Disabilities

Students with disabilities, who need reasonable modifications, special assistance, or accommodations in the program, should direct their

request to the PC/DCT at the time of the program orientation. Students must register with the Services for Students with Disabilities office and provide documentation of their disability to receive services. If a student with a disability feels that modifications, special assistance, or accommodations offered by the program are insufficient, that student should seek the assistance of the Services for Students with Disabilities office.

Student Self-Disclosure while in Program

The American Psychological Association (APA) Code of Ethics states:

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if,

1. the program or training facility has clearly identified this requirement in its admissions and program materials or
2. the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally-related activities in a competent manner or posing a threat to the students or others.

Several courses in the program (such as but not limited to: practicum courses, the multicultural competency sequence, group therapy, and supervision) require students to explore their world view as it affects their work with clients. Because of the effect that students' personal experiences and perspectives might have on their work with clients, these courses often include experiential activities such as self-disclosure, group process, role plays, and exploration of personal issues as they affect the therapeutic relationship.

Program Requirements and Progression through Program

Students are continuously evaluated on their professional, ethical, and legal conduct while in the program. Several activities measure students' competency while in the program including: course grades, practicum performance, completion of peer supervision requirement, completion of the personal psychotherapy requirement, performance on the clinical competency exam, progression and performance on the dissertation, and performance during the predoctoral internship. In addition, students are evaluated on their professional development including participation in extracurricular activities, and on their ability to engage in self-reflection and evaluation.

Transfer Credit for Previous Graduate Work

Students who have completed previous graduate work at another university may request transfer credit for this work. Request for transfer of academic credit and coursework will be reviewed by the PC/DCT on a case-by-case basis for currency and academic applicability. Only courses completed within 5 years from date of admission into the Psy.D. program, at a regionally accredited university, with a grade of B (3.0) or better may be considered for transfer. The maximum number of transfer credits is 12 semester hours. Transfer credit may reduce course load during various semesters of the program but does not shorten residency requirements nor the number of years required to complete the program.

Practicum, internship, statistics, research methods, and dissertation units are non-transferable and are not accepted for transfer credit. Students requesting transfer credit for previous graduate work must submit official transcripts and copies of relevant syllabi to the PC/DCT for formal review by November 1st of their first semester in the program. Requests for transfer credit past that date will not be honored. The PC/DCT, in consultation with relevant course instructors, decides whether or not to award transfer credit.

Degree Requirements Curriculum

Course	Title	Semester Hours
Year 1 coursework		
PSYD 600	Professional Development Seminar I	0
PSYD 601	Professional Development Seminar II	0
PSYD 602	Advanced Statistics I	3
PSYD 602L	SPSS Lab I	1
PSYD 603	Advanced Statistics II	3
PSYD 603L	SPSS Lab II	1
PSYD 604	Advanced Multicultural Competency I	3
PSYD 605	Advanced Multicultural Competency II	3
PSYD 606	Advanced Psychopathology	3
PSYD 607	Psychotherapy Efficacy & Outcome	3
PSYD 608	Professional Issues & Ethics	3
PSYD 609	Clinical Skills & Interviewing Techniques	3
PSYD 610	Cognitive & Intellectual Assessment	3
PSYD 611	Personality Assessment I	3
Semester Hours		32
Year 2 coursework		
PSYD 612	Practicum I	3
PSYD 612L	Supervision Lab I	1
PSYD 613	Practicum II	3
PSYD 613L	Supervision Lab II	1
PSYD 620	Psychological Measurement	3
PSYD 621	Advanced Human Development	3
PSYD 622	Quantitative Research Methods	3
PSYD 623	Qualitative Research Methods	3
PSYD 624	Evidence-Based Practice I	3
PSYD 625	Evidence-Based Practice II	3
PSYD 626	Personality Assessment II	3
PSYD 627	Full Battery Assessment	3
PSYD 629	Competency Exam	0
Semester Hours		32
Year 3 coursework		
PSYD 630	Practicum III	3
PSYD 631	Practicum IV	3
PSYD 632	Biological Bases of Behavior	3
PSYD 633	Cognitive & Affective Bases of Behavior	3
PSYD 634	Advanced History & Systems	3
PSYD 635	Advanced Social Psychology	3
PSYD 636	Aging and Long-term Care	1
PSYD 637	Child Abuse Assessment and Reporting	1
PSYD 638	Advanced Human Sexuality	1
PSYD 639	Spousal/Partner Abuse Assessment, Detection, & Intervention	1
PSYD 640	Dissertation I	3
PSYD 641	Dissertation II	3
Semester Hours		28
Year 4 coursework		
PSYD 642	Advanced Supervision Skills I	1

PSYD 642L	Supervision Lab III	1
PSYD 643	Advanced Supervision Skills II	1
PSYD 643L	Supervision Lab IV	1
PSYD 644	Advanced Consultation Skills	3
PSYD 646 or PSYD 699	Practicum V or Independent Study	1
PSYD 647 or PSYD 699	Practicum VI or Independent Study	1
PSYD 649	Suicide Risk Assessment and Intervention	1
PSYD 651	Substance Abuse Detection and Treatment	1
PSYD 660	Dissertation III	3
PSYD 661	Dissertation IV	3
PSYD 690A	Selected Topics in Clinical Psychology	1
Semester Hours		18
Year 5 coursework		
PSYD 680	Full-time Internship I	5
PSYD 681	Full-time Internship II	5
Semester Hours		10
Total Semester Hours		120

Course offerings subject to change.

Electives

Students must complete 2 elective units. Students electing to take a third year of practicum must enroll in PSYD 646 & PSYD 647 as their electives. Students not taking a third year of practicum take Independent Study (PSYD 699). PSYD 690 Selected Topics will vary depending on faculty interest and availability and may be substituted with Independent Study.

Course	Title	Semester Hours
Year 1 coursework		
PSY 605	Advanced Statistics I	3
PSY 605L	SPSS Lab (Univariate)	1
PSY 606	Advanced Statistics II	3
PSY 606L	SPSS Lab (Multivariate)	1
PSY 608	Cognitive & Intellectual Assessment	3
PSY 610	Professional Development Seminar	0.0
PSY 612	Advanced Psychopathology	3
PSY 614	Clinical Skills & Interviewing Techniques	3
PSY 615	Psychotherapy Efficacy and Outcome	3
PSY 617	Professional Issues and Ethics	3
PSY 623	Advanced Multicultural Competency I	3
PSY 624	Advanced Multicultural Competency II	3
PSY 628	Personality Assessment	3
Semester Hours		32
Year 2 coursework		
PSY 603	Psychological Measurement	3
PSY 629	Personality Assessment II	3
PSY 635	Practicum I	2
PSY 636	Practicum II	
PSY 635L	Supervision Lab I	1
PSY 636L	Supervision Lab II	1
PSY 640	Quantitative Research Methods	3
PSY 641	Qualitative Research Methods	3
PSY 645	Cognitive-Behavioral Psychotherapy	3
PSY 645A	Third-Wave Behavioral Treatment and Mindfulness-Based Approaches	3
PSY 647	Advanced Group Psychotherapy	3
PSY 649	Full Battery Assessment	3
PSY 660	Competency Exam	
Semester Hours		28

Year 3 coursework		
PSY 604	Biological Bases of Behavior	3
PSY 633	Advanced Human Development	3
PSY 637	Advanced History & Systems	3
PSY 638	Cognitive & Affective Bases of Behavior	3
PSY 639	Advanced Social Psychology	3
PSY 643	Medical Psychology	3
PSY 655	Practicum III	2
PSY 656	Practicum IV	2
PSY 661	Dissertation I	3
PSY 662	Dissertation II	3
Semester Hours		28

Year 4 coursework		
PSY 663	Dissertation III	3
PSY 664	Dissertation IV	3
PSY 670	Adv. Supervision Skills I	1
PSY 671	Adv. Supervision Skills II	1
PSY 670L	Supervision Lab III	1
PSY 671L	Supervision Lab IV	1
PSY 672	Adv. Consultation Skills I	
PSY 673	Adv. Consultation Skills II	1
Semester Hours		11

Year 5 coursework		
PSY 690A	Full-Time Internship I	
PSY 680B	Full-Time Internship II	5
Semester Hours		5
Total Semester Hours		104

Code	Title	Semester Hours
Electives		
A minimum of eight semester hours of the following:		
PSY 644	Counseling Older Adults	1
PSY 651	Substance Abuse: Detection and Treatment	1
PSY 652	Child Abuse: Detection & Treatment	1
PSY 653	Human Sexuality	
PSY 654	Domestic Violence	
PSY 657A	Practicum V	
PSY 657B	Practicum VI	1
PSY 690	Selected Topics	1-3
PSY 699	Independent Study	1-3