

*Revised 08/03/09*

## **GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY**

**The University of Georgia**

**August 2009**

### **I. Purpose of Clinical Training Program**

The purpose of the APA-approved<sup>1</sup> Doctoral Program in Clinical Psychology is to train outstanding clinical scientists who will go on to make valuable contributions to the field of clinical psychology. Specific aims are: (a) to give the student a knowledge of the field of psychology as a method of inquiry into human behavior with a focus on the central role of empiricism in all aspects of clinical psychology; (b) to develop competence in theoretical and research issues that pertain to clinical psychology and related areas, and empirical methodologies for studying and providing clinical services; (c) to give the student an identification with psychology as an integrated basic and applied science; (d) to develop culturally-competent skills in service and research recognizing the increasingly diverse communities which Psychologists serve; and (e) to insure that the individual has the ability to function in research-oriented (e.g., academic) and applied (e.g., medical centers) settings through the development of competencies in the production and consumption of research, the teaching of clinical psychology, and the supervision and provision of clinical services.

### **II. Training Model**

The Clinical Psychology Program is based on the clinical science model, and as such, takes an empirical perspective with a cognitive behavioral orientation. Mentored research activities, course work in basic and clinical psychology, teaching, and clinical practica represent the training experiences available in this model. The critical role of empiricism as a unifying perspective for research experiences and clinical activities is viewed as an important aspect of the program. This integration is achieved by the student typically being involved in course work, research activities, and clinical practicum during each semester of residency on campus. The latter two experiences are achieved by the student working closely with selected faculty members within the context of one-to-one interactions with research faculty or small practicum teams in the clinical setting. Within this "learning by doing" approach, students are continuously involved in active research projects as well as actual supervised clinical practice.

A list of the faculty of the Clinical Training Program and their interests is presented in Appendix A.

### **III. Admission to the Graduate Program**

To be admitted to graduate work in clinical psychology, the student must meet all admissions requirements of the Graduate School, the Psychology Department, and the Clinical Psychology Program. These minimum requirements include: (a) A bachelor's degree; (b) An overall undergraduate grade point average of 3.00 (or equivalent of a "B" average); (c) A combined Verbal and Quantitative Graduate Record Exam Score of 1100 or higher, with neither score less than 420; and (d) An overall grade point average of 3.50 (or equivalent) in any graduate course work completed. **However**, it is important to note that admitted students score significantly higher on the above minimal performance measures. See <http://www.uga.edu/psychology/graduate/clinical/clinicaldata.pdf> for a description of graduate admissions and outcomes data.

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<sup>1</sup> The doctoral program in clinical psychology is currently accredited by the Committee on Accreditation, American Psychological Association, 750 First Street, N. E., Washington, DC 20002-4242, 202/336-5979.

Students can obtain necessary forms for application from the departmental website:  
<http://www.uga.edu/psychology/>.

The Clinical program uses the TOEFL and the graduate school's minimum pass level (score of 26) for Teaching Assistantships as necessary requirements for admission into the program for English-as-a-second-language applicants. Thus, any program acceptance to students in this category is contingent upon passing BOTH of these criteria. Please refer to the Graduate School website (<http://www.uga.edu/gradschool/>) for details.

Up to date information about the typical number of applicants, number of acceptances, characteristics of those accepted, and availability of financial aid is also presented at  
<http://www.uga.edu/psychology/graduate/clinical/clinicaldata.pdf> .

#### **IV. Admission to the Clinical Program**

All students admitted to the Program in Clinical Psychology are chosen because they appear to have outstanding potential for completing the Ph.D. degree and developing into outstanding clinical scientists who will well represent and advance the field of clinical psychology. Most students fulfill this expectation. However, students will continue to receive the sponsorship of the Program in Clinical Psychology only if, in the opinion of the program faculty, they continue to demonstrate outstanding potential for becoming an empirically-based clinical psychologist. Students who are judged by the faculty of the Program in Clinical Psychology as being deficient in development of research skills, development of clinical skills, academic performance, ethical behavior, or professional behavior will be terminated from the program. If deficiencies are judged to exist prior to the completion of the master's degree, the faculty may decide to continue to sponsor the student for completion of the master's degree, but the student will not be allowed to participate in clinical practicum activities after deficiencies have been judged to exist. In some cases, however, the faculty of the Program in Clinical Psychology may decide to withdraw sponsorship for the master's degree as well if the deficiencies are judged to be sufficiently severe.

If the Program faculty believes that they do not have sufficient information about the student's ability to perform adequately in one or more areas, they may elect to place the student on probation for a specified period of time. The deficiencies that the student is required to remedy will be specified to the student in writing. At the end of the prescribed period of time, the student will be reevaluated by the Program faculty. At that time, the Program faculty may make a decision concerning continued sponsorship or may choose to extend the period of probation if sufficient information is still not available.

During the first year of the program, students will be evaluated by the clinical faculty near the end of Fall and Spring semesters and will receive written feedback. Subsequently, students will be evaluated annually. Students who do not receive written feedback at those times should request it from their faculty advisor or major professor and be sure that the information has been obtained.

Near the end of the student's first year in the program, the faculty of the Program in Clinical Psychology will review all areas of student performance and make a decision concerning continued sponsorship for the Ph.D. degree. This decision is separate from the decisions to admit the student to the Program in Clinical Psychology and to sponsor the student for the master's degree. Although it is expected that most students who make satisfactory progress toward completion of the master's degree will receive the program's continued sponsorship for the doctorate, satisfactory performance alone is not sufficient to obtain continued program sponsorship for the Ph.D. in Clinical Psychology. The faculty will only elect to continue to sponsor for doctoral candidacy those students who show outstanding promise for a professional career in clinical psychology through approximately the first year of the program.

Students who are sponsored for doctoral candidacy will form a Doctoral Advisory Committee and submit a Doctoral Program of Study. If the Program faculty believes that they do not have sufficient information

concerning the quality of the student's performance to make the decision concerning sponsorship for the Ph.D. in Clinical Psychology near the end of the first year, they may decide to delay that decision for a specified period of time. Students will continue to be evaluated by the Program faculty after the decision to sponsor the student for the Ph.D. has been made. If, in the faculty's judgment, the student does not continue to demonstrate outstanding promise as a professional clinical psychologist, the Program faculty may elect to withdraw sponsorship for the Ph.D. in Clinical Psychology and may elect to require the student to desist from clinical practicum or clinical internship activities in some cases.

Subsequent to completing the M.S. degree, the student who has been sponsored for the Ph.D. in Clinical Psychology must meet Graduate School, departmental, and program requirements for Admission to Candidacy. These requirements include: a final program of study approved by the advisory committee, graduate coordinator, and the Dean of the Graduate School; a 3.00 GPA in all graduate courses taken and in completed graduate courses on the program of study; grade of B or better in all courses on the program of study; written and oral comprehensive exams passed; the doctoral advisory committee appointed; and, residence requirement met. The application for Admission to Candidacy must be filed with the Graduate School at least two semesters before the date of graduation.

## V. Master of Science Degree Requirements

- A. Students in clinical psychology are required to take a master's degree in general psychology. Before the end of the fall semester, in the first year of residence, the student should form a three-person committee from members of the faculty who will guide and evaluate the master's thesis. The appropriate advisory committee form should be filed with the Clinical Training office. Instructions for the thesis proposal and the final thesis, as well as guidelines for orals, are presented in Appendix B.
- B. The requirements for the M.S. degree include an acceptable thesis plus the courses specified below under the heading "Summary of M.S. Degree Requirements". Students wishing to be exempted from any of the MS courses must apply to their advisor. Exempted courses must be replaced with alternate courses. An M.S. Program of Study should be submitted to the Graduate School through the Clinical Training Office during the second semester of residence.
- C. Students must submit their first year project for publication before the end of the Fall semester of their second year in the program. A thesis proposal is expected to be submitted to the master's advisory committee by the end of Spring Semester of the second year. Students must complete and defend the Master's thesis by the end of their third year. It is expected that students also will complete the other Master's requirements by the end of the 3<sup>rd</sup> year. Students who enter the program with a master's degree and are not required to write a thesis must meet all other clinical program master's degree requirements prior to internship.
- D. The M. S. thesis must be submitted for binding to meet departmental requirements to file one bound copy with the department and one for the Major Professor.

### Summary of M.S. Degree Requirements

<u>Courses</u>	<u>Hours</u>
PSYC 6410 Statistics in Psychological Research (Quant I) (or exempted out)	3
PSYC 6420 Advanced Experimental Psychology (Quant II)	3

PSYC 6110 Basic Learning Processes	3
OR	
PSYC 6100 Cognitive Psychology	
PSYC 6130 Biological Foundations of Behavior	3
PSYC 6200 Advanced Social Psychology	3
PSYC 6240 Advanced Psychopathology: Adults	3
PSYC 6560 Clinical Assessment	3
* PSYC 7000 Master's Research	6
PSYC 7300 Master's Thesis	6

Total hours = 33

Note: A student must earn a grade of B or better in all courses on the M.S. program of study.

\*As part of their research credit hours, entering students are required to complete an empirical study sufficient for publication submission over the course of the first year of study. Satisfactory completion of PSYC 7000 across the first two semesters will be tied to adequate progress and completion of this requirement.

- E. Students with Master's degrees or with graduate work from schools other than the University of Georgia must satisfy the Psychology Department's M.S. core course requirements. These requirements may be satisfied in one of the following ways:
1. The student may seek exemption from a core course in any area in which s(he) has acceptable graduate credit (minimum grade of B or better). No undergraduate courses or graduate courses taken as an undergraduate will be accepted for exemption (History of Psychology can be waived if an acceptable undergraduate course has been taken). When a core course is exempted, the student must replace it with another graduate level psychology course outside the clinical area, a graduate course in a related field, or an approved elective, excluding Psychology 9000. This course must be specified in the student's application for exemption.
  2. The student may challenge a core course and may, upon recommendation of the appropriate committee, seek exemption for the course by demonstrating knowledge of the subject area comparable to, but not necessarily identical with, the knowledge of a B grade in the course. It is recommended that entering students attempt to exempt Quant I through testing. Exemptions and challenges should be handled through the Director of Clinical Training.
  3. Students may take the core course and must earn a grade of B or better.

Students entering the Clinical Program with a master's degree cannot exempt clinical courses, clinical practicum, or internship. Such students are admitted only if they demonstrate exceptional merit.

Students admitted with a master's degree from another school or program may petition for exemption from the thesis requirement if, as part of their master's program, they completed a thesis that was an empirical study of a psychological nature. In such cases, the student should, during their first semester, submit a copy of the thesis to the Director of Clinical Training for approval.

## VI. Advisors and Committees

All incoming students will be assigned an advisor by the Director of Clinical Training. This advisor will help the student plan her/his registration. The student is required to select a thesis advisor and a reading committee consisting of two other members of the faculty of the Department of Psychology (or other faculty if approved by program faculty) by the end of the first semester of study. Registration for the spring semester of the first year will not be allowed until the thesis committee is selected.

A Doctoral Advisory Committee should be appointed by the end of the spring semester following admission to the Doctoral Program. The composition of the Doctoral Advisory Committee will be as follows:

1. Chairperson--A member of the Graduate faculty and a member of the Clinical Training Program faculty; (or other Graduate faculty member approved by the Clinical Training program faculty).
2. Two or more additional members, at least two of whom shall be appointed members of the Graduate faculty and two of whom must be members of the Department of Psychology. The majority should be members of the Clinical Training Program faculty. If the student and major professor wish, one or two members of the University of Georgia faculty who are not members of the Clinical faculty (either from the remaining Psychology faculty or from outside the Department) may serve. If the student elects to conduct his/her dissertation under the direction of a faculty member who is outside the Clinical faculty, then this faculty member will be appointed chairperson of the dissertation committee.

The Doctoral Advisory Committee will plan with the student a Program of Study and will approve the program. The Preliminary Program of Study will be turned in to the Clinical Training Office to be filed with the Graduate Coordinator and placed in the student's permanent folder. This should be done by the end of the first year in the Doctoral Program. A Final Program of Study must be filed prior to admission to candidacy. (See Graduate Bulletin). The Doctoral Advisory Committee will be responsible for all routine decisions regarding the student. Only matters for which there is no established policy or matters requiring changes in or exceptions to established policy will be referred by the Doctoral Advisory Committee to the Clinical Psychology faculty. Written notice of all actions by a student's Advisory Committee will be submitted to the Clinical Training office for inclusion in the student's permanent folder.

The Advisory Committee will administer the oral and the written comprehensive examinations and will approve the dissertation prospectus. Committee approval of the dissertation prospectus must be obtained before the student begins further work on the dissertation.

All theses and dissertations must contain (a) an unsigned copy of the informed consent form used for the study and (b) the signed institutional agreement letter.

## VII. Academic Requirements

Students must maintain a B average exclusive of independent study courses (7000, 7300, 9000, 9300). A student who drops below this average in any semester will be placed on probation. If, at the end of the next semester, the student fails to bring her/his average back to the minimum satisfactory level, (s)he will forfeit her/his financial aid. Any student on probation who fails to achieve a satisfactory average after two successive semesters will be dropped from the program. Grades will be reviewed each semester.

Students must pass required clinical courses (PSYC 6560, 6650, 6670, 6240, 8920, 7520, 8510, and Clinical Supervision I) with a grade of B or higher. If a B is not obtained in any one of these courses after two attempts, the student will not be admitted to doctoral candidacy, or if already admitted, will be discontinued. The student may, under these circumstances, elect to complete requirements for the terminal master's degree, if the M. S. degree has not already been earned.

### **VIII. Research Requirements**

As a primary aim of the Clinical Psychology Graduate Program, all students are required to spend a significant amount of time in active participation of research endeavors. A minimum expectation is approximately 12 hours per week directly involved in research activities. This requirement may include but is not limited to an assistantship or fellowship that requires at least one-fourth-time work. Students who do not have such assistantships or fellowships will be assigned research responsibilities by the program. A report on the students' performance will be made periodically to the Director of the Clinical Training Program. It is expected that students will be able to show tangible results of their research development through the successful production of peer reviewed conference presentations and manuscript publications.

Students will register for research hours each semester of residence. At least three credit hours are required during each semester except for the internship year. The course number for these hours will vary with the student's stage of progress. For example, students working on their master thesis would take PSYC 7000 or PSYC 7300 as appropriate. Doctoral level students will take PSYC 9000 or PSYC 9300. Up to 9 hours of 7300 and of 9300 are allowed. Up to 12 hours of PSYC 7000 and 18 hours of 9000 are allowed. Students who are not working on a thesis or dissertation should take PSYC 9100 (Special Problems). These research hours may not substitute for course requirements in the program of study. If a grade of Satisfactory is not obtained in any one of these research credit hours, or the program faculty does not feel that the student is making acceptable progress in research training, a student may be placed on probation. If, at the end of the next semester, the student fails to bring her/his research training back to a satisfactory level, (s)he will forfeit her/his financial aid. Any student on probation who fails to achieve satisfactory ratings on research training after two successive semesters may be dropped from the program. Research productivity will be reviewed each semester, and a final report may be required of the student at the end of the summer of the first year.

In order to facilitate exposure to research, all first-year students, regardless of the type of assistantship held, will be assigned to a faculty member's research team. As part of their research credit hours, entering students are required to complete an Introductory Research project. This project can be either an empirical review paper (e.g., meta-analysis) or an empirical study sufficient for publication submission following the first year of study. Satisfactory completion of PSYC 7000 across the first two semesters will be tied to adequate progress and completion of this requirement.

During the first semester of their second year of training, each student is required to present their Year 1 project to the program faculty and to fellow clinical graduate students through a public presentation. By the end of the 1<sup>st</sup> Semester of year two, students must submit the first year project as a manuscript, review article or book chapter for publication as author or co-author. Additionally, a M.S thesis-based manuscript submission is required prior to the dissertation proposal. The dissertation defense is expected prior to internship.

Students are expected to adhere to the University's policy on Academic Honesty.

### **IX. Professional Requirements**

Clinical Psychology is a professional as well as an academic program. Consequently, the Clinical faculty is responsible to the public and to the profession of clinical psychology for insuring that graduates of our program have adequate clinical skills and demonstrate responsible professional behavior. This responsibility exists while a student is in the program. Consequently, no student may engage in work of a psychological nature (e.g., clinical work, teaching psychology, research) without adequate supervision and prior approval of the Clinical Program faculty. This includes any part- or full-time job or volunteer work of a psychological nature until the Ph.D. degree is awarded.

- A. Adequate clinical skills involve the ability to work with and take responsibility for clients. These skills will be assessed during the student's practicum training. If, in the opinion of a faculty supervisor, a student does not seem to be fitted for or capable of conducting clinical activities, then the student shall be notified in writing by his/her practicum supervisor of the nature of his/her deficiencies and transferred to another practicum team where a second opinion can be formed. The student's qualifications will then be reviewed in the following semester by the Clinical faculty and appropriate action taken. In the majority of cases these decisions will be made in the first year.
- B. Adequate professional behavior -- Graduate students in Clinical Psychology are expected to behave in accordance with accepted professional and ethical standards in clinical, research, and classroom settings and in all interactions with clients, faculty members, students, and colleagues. Students are expected to know and abide by the Ethical Principles of Psychologists and Code of Conduct, published by the American Psychological Association. Students are expected to be proactive in their own professional development and should seek out opportunities for learning beyond formal class and training settings.
- C. With permission of the program faculty, students may accept VA clerkships or other professional work experience during the summers. However, students are required to be on campus at least one summer during their first 3 years. Students are not necessarily free of professional responsibilities during academic breaks. They should expect to take about two weeks of vacation during the year, if all obligations have been met.

## X. Ph.D. Minimum Course Requirements

All graduate students in the Doctoral Program in Clinical Psychology are required to fulfill the following course requirements for a total of 69 credit hours:

*A. Required of all students:	hours
1. PSYC 6650 Ethical Issues in the Methods & Practice in Clinical Psychology	3
**2. PSYC 6180 History of Psychology	3
3. PSYC 8920 Behavior Problems of Children	3
4. PSYC 7520 Behavior Therapy	3
5. PSYC 6670 Research Design in Clinical Psychology	3
6. PSYC 8510 Child Behavior Therapy	3
7. PSYC 8500 Clinical Staffing Procedures (Practicum)	24
8. PSYC 9200 Clinical Internship in Psychology	9
***9. PSYC 8000 Clinical Psychology Supervision I	3
10. PSYC 9300 Doctoral Dissertation	3

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**(X. Ph.D. Minimum Course Requirements, cont'd)**

\*A student must earn a grade of B or better on all courses under X A.

\*\*With the approval of the Director of Clinical Training, students who have had an adequate History of Psychology course as an undergraduate can waive Psychology 6180 and replace the course with another departmental core course or an advanced course from outside the Clinical Program.

\*\*\*This course is required during the 4<sup>th</sup> or 5<sup>th</sup> year of study, but must be completed prior to internship placement.

B. Advanced Quantitative Methods. Students are required to take two advanced statistics courses in addition to the M.S statistics requirements. One course must be either:

PSYC 6430 Applied Regression Methods in Psychology (Quant III) 3 hours

OR

PSYC 6440 Experimental Design in Psychology (Quant IV)

The other course may be either PSYC 6430 or 6440 or may be from the following list: 3 hours

PSYC 8000 Advanced Topics in Psychology (Multivariate Analysis, other quantitative methods seminars offered by psychology faculty)

PSYC 8990 Seminar in Psychometrics (Confirmatory Factor Analysis, other seminars offered by psychology faculty)

ERSH 8310 Applied Analysis of Variance Methods in Education

ERSH 8320 Applied Correlation and Regression Methods in Education

ERSH 8350 Multivariate Methods in Education

ERSH 8750 Exploratory and Confirmatory Factor Analysis

ERSH 8760 Structural Equation Modeling

SOCI 8630 Empirical Model-Building in Social Research

Other courses approved by the clinical faculty

A grade of B or better is required in all four courses in statistics. Failure to obtain this grade in a course will necessitate the student's taking the course again. All students entering the program must take a statistics exam prior to the start of classes to determine if they are eligible to exempt the first statistics course. Failure to pass this exam does NOT reflect on the student's transcript or any other method of evaluation by the clinical program faculty- it is simply to determine whether or not student is eligible to take a reduced course load in the first semester.

C. Diversity. Students are required to take PSYC 7540 Psychology of Disadvantaged and Minority Groups, or another course focusing on aspects of working with Diverse populations as approved by the Clinical Faculty. These may include the following courses:

PSYC 8980 Cultural Diversity in Organizations

PSYC 8000 Culture & Diversity

PSYC 6500 Psychology of Prejudice 6500

ECHD 6000 Psychology of the African American Experience

D. Elective Courses. Students are required to take one course from the following list of Electives. Additional electives are recommended and students are strongly encouraged to take Psychopharmacology as part of their didactic training. Students may petition the program faculty to take other non listed graduate courses, but approval is at the discretion of the clinical faculty.\*

PSYC 6160 Sensory Psychology

3 hours

PSYC 6210 Individual Differences

PSYC 6220 Developmental Psychology

PSYC 6250 Psychometrics



**(X. Ph.D. Minimum Course Requirements, cont'd, electives)**

PSYC 7530 Personality Assessment  
 PSYC 7550 Treatment of Sexual Dysfunction  
 PSYC 8000 Advanced Topics in Psychology (Pediatric Psychology, Victimization and Trauma, Controversial Issues in Psychotherapy, Schizophrenia, Family Treatment, other seminars offered by the clinical faculty)  
 PSYC 8300 Neuroanatomy for Behavioral Scientists  
 PSYC 8330 Lab Apprenticeship (Cannot be taken with Major Professor)  
 PSYC 8390 Seminar in Physiological Psychology  
 PSYC 8520 Behavioral Medicine/Health Psychology  
 PSYC 8540 Marital Dysfunction and Intervention  
 PSYC 8550 Neuropsychological Assessment  
 PSYC 8790 Advanced Seminar in Social Psychology-Personality Theories  
 PSYC 8840 Personality and Social Development  
 PSYC 8850 Perceptual Development  
 PSYC 8860 Cognitive Development  
 PSYC 8870 Theories of Psychological Development  
 PSYC 8890 Seminar in Developmental Processes  
 PSYC 8900 Psychopharmacology Seminar (recommended)  
 CHFD 6090 Advanced Infant Development  
 CHFD 6100 Theories of Human Development  
 CHFD 8060 Principles of Marital and Family Therapy I  
 CHFD 8070 Principles of Marital and Family Therapy II  
 ECHD 7080 Introduction to Group Counseling  
 ECHD 9080 Advanced Theories and Procedures of Group Work  
 EPSY 7100 Individual Assessment of Development  
 EPSY 7700 Infant and Preschool Assessment  
 EPSY 8340 Child Neuropsychology  
 EPSY 8160 Special Topics in Educational Psychology (Rorschach Assessment)  
 PHRM 8430 Advanced Neuropharmacology  
 \*Other courses approved by the clinical faculty

\*Important Note Regarding Courses Requiring Approval by the Clinical Faculty: All requests to satisfy program requirements with courses other than those specified by the Clinical Psychology Program must be approved by the Clinical Psychology Program faculty by the close of the last day of the drop/add period of the semester during which the course in question is to be taken. Requests submitted after the close of the drop/add period will not be considered and no course which has been completed by the student or which has been in session beyond the drop/add period will be approved.

**XI. Practicum**

Every student in Clinical Psychology is required to enroll for three hours of practicum (PSYC 8500) every semester during the academic year for a period of four years. With Faculty permission, the student may elect to enroll in additional practica. The practicum experience is typically organized in terms of a team, with a minimum membership of a first-year student, an intermediate student, an advanced student, and a faculty supervisor. Although all students will be assigned to a team by the Director of Clinical Training, after the first year students will be allowed to express a preference for a faculty supervisor with the provision that he/she may not have the same supervisor for more than two semesters. (excluding summers).

In rare cases a student may change practicum teams during the year. Approval of both faculty supervisors is required.

First year students' first semester practicum will include basic skills training supervised by advanced 4<sup>th</sup> or 5<sup>th</sup> year students and overseen by the Clinical Supervision course instructor of record. They will attend assigned practicum team meetings Fall Semester of their first year but will generally not see clients until Spring Semester. Successful completion of their first year practicum will be in part dependent on their adequate development of basic clinical skills training.

Third, fourth, and fifth year students will have the option to do external practicum as well as work in the Psychology Clinic. Third year students will present a clinical case at clinical seminar. Fourth or fifth year students will enroll for clinical supervision class: Responsibilities include supervising students in basic skills training and seminar-based professional/clinical development.

Before going on internship, students must have successfully completed a minimum of 8 semesters of practica, 6 of which must have been in the program Psychology Clinic. Summer practicum experiences do not count towards this requirement, nor do "overloads" (i.e., more than 3 hours of practica per semester).

## **XII. Internship**

Graduate students in Clinical Psychology will typically intern in either the fifth or sixth year of the doctoral program, depending on progress and career direction. During each semester of internship the student will enroll in PSYC 9200 for 3 hours credit. Before beginning an internship, the following requirements must be met:

- A. All Master's requirements must be completed including didactic coursework, first year project and its submission, and the M.S. thesis.
- B. Written and oral comprehensive examinations must be passed.
- C. The student must have been admitted to Doctoral Candidacy.
- D. The student must have completed 6 semesters in the clinic and 8 semesters total practica before internship.
- E. Students must have proposed the dissertation by October in the year applying for internship and cannot rank internship sites if the bulk of their dissertation data is not collected and approved by their major professor. The dissertation defense is expected prior to internship but not required.
- F. The internship facility must be approved by the student's Doctoral Advisory Committee and the Clinical faculty and should be APA-approved.

## **XIII. Comprehensive Examinations**

All students are required to take a written and an oral comprehensive examination.

- A. The written comprehensive examination consists of the Clinical Comprehensive Examination. Students are required to take this examination by the end of summer following the 3<sup>rd</sup> year and must pass the examination prior to applying for internship. To be eligible for the Written Comprehensive Examination students must have completed and submitted their first year project and defended their Master's thesis.
- B. Written comprehensive examinations may be taken two times. Written comprehensive examinations may be taken a third time if the student can demonstrate extenuating circumstances and a remedial program of study. The privilege of a third examination must be approved by the Clinical training faculty. If the written comprehensive examination is failed the first time, the

student must retake the examination at a time specified by the Clinical faculty. A student failing a comprehensive examination for the third time is automatically dropped from the program.

- C. The oral comprehensive examination must precede a defense of the dissertation prospectus. Instructions for the dissertation prospectus and the final dissertation, as well as guidelines for orals, are presented in Appendix C.

#### **XIV. Student Evaluations**

During the first year of graduate study students will be evaluated following fall and spring semesters. Subsequently, students will be evaluated yearly. The following five areas will be examined: (a) research skills; (b) academic performance; (c) professional behavior; (d) ethical behavior; and (e) clinical skills. Academic transcripts and end-of semester practicum and research evaluations will be utilized in the evaluations. In addition, before the end of spring semester of each year each student will complete a Graduate Student Activities Report and submit it to the Director of Clinical Training for inclusion in the evaluation process.

#### **XV. Teaching Requirements**

Most students will be expected to gather teaching experience during the course of their program of study. This is usually via Teaching Assistantships (TAs) or Graduate Teaching Assistantships (GTAs) in which students assist or act as the instructor of record (respectively) for undergraduate courses. When assigned as a TA or GTA, students are generally required to spend 13 hours per week in those teaching activities. A report on the students' performance will be made periodically to the Director of the Clinical Training Program.

#### **XVI. Residency Requirements**

In addition to meeting the Graduate School's residency requirements for the master's and doctoral degrees, students must be enrolled for at least three credit hours in an appropriate course (e.g., Psyc 9000, Psyc 9300) until all degree requirements, including final orals, are completed. While enrolled, students may not engage in work of a psychological nature (e.g., clinical work, teaching psychology, research) without adequate supervision and PRIOR approval of the faculty of the Clinical Program. This includes any part- or full-time job, post-doctoral fellowship, or volunteer work of a psychological nature until the Ph.D. degree is awarded.

#### **XVII. Student Representatives**

Student representatives attend meetings of the Clinical Psychology Faculty and meet periodically with the Clinical Program Chair in order to facilitate communication between students and faculty, and to voice student concerns. Each year one student is elected by students in each of the classes on campus (not on internship). These students attend regular meetings of the program faculty, participate in discussions and vote on matters affecting them. They are excluded from discussions and votes only on confidential matters concerning other students (e.g., evaluations, requests for deviations from program requirements) and matters in which their participation may not be permitted by University statutes (e.g., faculty personnel decisions).

### **XVIII. Students with Disabilities**

It is the policy of the University of Georgia to make reasonable accommodations for qualified students with disabilities. A student who has a disability and who will require accommodations to complete program requirements should notify the Director of Clinical Training within the first two weeks of the student's first semester in the program. Information on documentation requirements can be obtained from the Learning Disabilities Center (542-4589) or the Office for Students with Disabilities (542-8719).

Students should be alert to any disability, personal problem, or conflict that is likely to impair significantly their effectiveness in discharging professional role responsibilities. They should consult with the relevant faculty supervisor(s) and/or the Director of Clinical Training, as appropriate, for assistance in determining an appropriate course of action.

### **XIX. Grievance Procedures**

The Clinical Psychology Program recognizes the rights of all students and faculty to be treated with courtesy, respect, and fairness. In instances in which a student believes s/he is not being so treated, it is appropriate for the student to seek informal resolution of the problem through discussion with the person(s) directly involved. If informal resolution is unsuccessful or is not appropriate, the student should seek consultation with the faculty advisor/supervisor, Director of Clinical Training, or Head of the Department of Psychology for assistance in determining applicable appeal/grievance procedures. Students and faculty of the Clinical Psychology Program are subject to the grievance procedures described in the Department of Psychology Graduate Studies Policy Manual and to other University of Georgia procedures, as described in the Academic Affairs Policy Manual (available from the Office of the Vice President for Academic Affairs and Provost).

**SUMMARY OF MINIMUM COURSE REQUIREMENTS  
FOR THE PH.D. DEGREE**

<u>Courses</u> <sup>1</sup>	<u>Hours</u>
M.S. Courses	33
History of Psychology	3
Research Design in Clinical Psychology	3
Ethical Issues in the Methods & Practice in Clinical Psychology	3
Behavior Problems of Children	3
Behavior Therapy	3
Child Behavior Therapy	3
Clinical Supervision	3
Practicum	24
Internship	9
Advanced Quantitative Methods	6
Diversity course	3
Electives	3
Dissertation (PSYC 9300)	3
Total:	102

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<sup>1</sup>Students may exempt one or more M.S. courses if the course has previously been taken at the graduate level and may substitute appropriate psychology electives for the course(s) exempted. History of Psychology may be waived if an adequate undergraduate course has been taken and Quant I may be exempted through successful performance on a pre-course exam. If History of Psychology is waived, or Quant I is exempted, they must be replaced by another departmental core course or an advanced course (excluding PSYC 7000, 7300, 9000, or 9300) from outside the Clinical Program.

## Clinical Psychology Doctoral Program of Study: SAMPLE 1

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### 1st Year

#### Fall Semester

3hr	PSYC 6410, Quant I (if not tested out)
*3hr	PSYC 6240, Adult Psychopathology
3hr	PSYC 6560, Clinical Assessment
3hr	PSYC 8500, Clinical Practicum (Includes Basic Clinical skills training modules)
3hr	PSYC 7000, Research
2hr	GRSC 7770, (Teaching Course)
1hr	PSYC 9100 (Clinical Proseminar)
Total:	18 hours

#### Spring Semester

3 hr	PSYC 6420, Quant II
*3hr	PSYC 7520, Behavior Therapy
3hr	PSYC 8500, Clinical Practicum
3hr	PSYC 6670, Research Design
3hr	PSYC 7000, Research
1hr	PSYC 9100 (Clinical Proseminar)
Total:	16 hours

#### Summer Semester<sub>2</sub>

3hr	PSYC XXXX, MS Course/Elective
3hr	PSYC 8500, Clinical Practicum
1-3 hr	PSYC 7000, Research
Total:	6-9 hours

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### 2nd Year

#### Fall Semester

3hr	PSYC 6430/6440, Quant III/IV
3hr	PSYC 6650, Ethics, or MS Course/Elective
*3hr	PSYC 8920, Behavior Problems Children or MS Course/Elective
3hr	PSYC 8500, Clinical Practicum
3hr	PSYC 7300, Thesis Research
Total:	15 hours

#### Spring Semester

3hr	PSYC 6430/6440, Quant III/IV
*3hr	PSYC 8510, Child Behavior Therapy
3hr	PSYC 7300, Thesis Proposal
3hr	PSYC 8500, Clinical Practicum
Total:	12 hours

#### Summer Semester<sub>2</sub>

3hr	PSYC 9000 Research
3hr	PSYC 8500, Clinical Practicum
Total:	6 hours

\*Note: some students may elect to take PSYC 8920 and 8510 during their first year and PSYC 6240 and 7520 during their second year. Ordinarily, all 4 courses are expected to be completed by the end of the second year.

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### 3rd Year

#### Fall Semester\*

3hr	PSYC 6650, Ethics, or MS course/elective
3hr	PSYC XXXX, MS Course/Elective
3hr	PSYC 9000, Research
3hr	PSYC 8500, Clinical Practicum

#### Spring Semester\*

3hr	PSYC XXXX Diversity course, or MS course
3hr	PSYC XXXX, MS Course/Elective
3hr	PSYC 9000, Research
3hr	PSYC 8500, Clinical Practicum

Total: 12 hours

\*Take Written Comprehensive Exam

Total: 12 hours

\*Complete Masters degree requirements

Summer Semester<sub>2</sub>

3hr PSYC 9000, Research

3hr PSYC 8500, Clinical Practicum

Total: 6 hours

**4th Year**Fall Semester\*

6hr PSYC 9300, Research

3hr PSYC 8500, Clinical Practicum

3hr PSYC 8000, Clinical Supervision I

(3hr PSYC 6650, Ethics, or elective)

Total: 12-15 hours

Spring Semester\*

6hr PSYC 9300, Research

3hr PSYC 8500, Clinical Practicum

(3hr PSYC XXXX Diversity course, or other elective)

Total: 12 hours

Summer Semester<sub>2</sub>

3hr PSYC 9300, Research

Total: 3 hours

**5th Year**Fall Semester

3-6 hr. PSYC 9300, Dissertation Research

3hr PSYC 8500, Clinical Practicum (external)

(3hr PSYC XXX elective)

Total: 9-12 hours

Spring Semester

3-6hr PSYC 9300, Dissertation Research

3hr PSYC 8500, Clinical Practicum (external)

(3hr PSYC XXXX elective)

Total: 9-12 hours

Summer Semester (REQUIRED)

3hr PSYC 9200, Clinical Internship

Total: 3 hours

**6th Year**Fall Semester

3hr PSYC 9200, Clinical Internship

Total: 3 hours

Spring Semester

3hr PSYC 9200, Clinical Internship

Total: 3 hours

<sup>1</sup>This sample Program of Study is designed to permit the student to complete degree requirements in six years. This is the expected program of study for students pursuing an academic research career.

<sup>2</sup>Students will enroll during at least one summer prior to internship. Otherwise, summer enrollment is optional, although students should enroll for each summer that they are using university facilities or resources, including faculty time.

## Clinical Psychology Doctoral Program of Study

### SAMPLE II

#### 1st Year

##### Fall Semester

3hr	PSYC 6410, Quant I
*3hr	PSYC 6240, Adult Psychopathology
3hr	PSYC 6560, Clinical Assessment
3hr	PSYC 8500, Clinical Practicum (Includes Basic Clinical skills training modules)
3hr	PSYC 7000, Research
2hr	GRSC 7770, (Teaching Course)
1hr	PSYC 9100 (Clinical Proseminar)
Total:	18 hours

##### Spring Semester

3 hr	PSYC 6420, Quant II
*3hr	PSYC 7520, Behavior Therapy
3hr	PSYC 8500, Clinical Practicum
3hr	PSYC 6670, Research Design
3hr	PSYC 7000, Research
1hr	PSYC 9100 (Clinical Proseminar)
Total:	16 hours

##### Summer Semester<sub>2</sub>

3hr	PSYC XXXX, MS Course/Elective
3hr	PSYC 8500, Clinical Practicum
1-3 hr	PSYC 7000, Research
Total:	6-9 hours

#### 2nd Year

##### Fall Semester

3hr	PSYC 6430/6440, Quant III/IV
3hr	PSYC 6650, Ethics, or MS Course or Elective
*3hr	PSYC 8920, Behavior Problems Children or MS Course/Elective
3hr	PSYC 8500, Clinical Practicum
3hr	PSYC 7300, Thesis Research
Total:	15 hours

##### Spring Semester

3hr	PSYC 6430/6440, Quant III/IV
*3hr	PSYC 8510, Child Behavior Therapy
3hr	PSYC 7300, Thesis Proposal
3hr	PSYC 8500, Clinical Practicum
Total:	12 hours

##### Summer Semester<sub>2</sub>

3hr	PSYC 9000 Research
3hr	PSYC 8500, Clinical Practicum
Total:	6 hours

\*Note: some students may elect to take PSYC 8920 and 8510 during their first year and PSYC 6240 and 7520 during their second year. Ordinarily, all 4 courses are expected to be completed by the end of the second year.



**3rd Year**

Fall Semester\*

3hr PSYC 6650, Ethics, or MS course/elective  
 3hr PSYC XXXX, MS Course/Elective  
 3hr PSYC 9000, Research  
 3hr PSYC 8500, Clinical Practicum  
 Total: 12 hours

\*Take Written Comprehensive Exam

Spring Semester\*

3hr PSYC XXXX Diversity course, or MS  
 3hr PSYC XXXX, MS Course/Elective  
 3hr PSYC 9000, Research  
 3hr PSYC 8500, Clinical Practicum  
 Total: 12 hours

\*Complete Masters degree requirements

Summer Semester<sub>2</sub>

3hr PSYC 9000, Research  
 3hr PSYC 8500, Clinical Practicum  
 Total: 6 hours

**4th Year**

Fall Semester

3-6 hr. PSYC 9300, Dissertation Research  
 3hr PSYC 8500, Clinical Practicum  
 3hr PSYC 8000, Clinical Supervision I  
 3hr PSYC XXX elective  
 Total: 12-15 hours

Spring Semester

3-6hr PSYC 9300, Dissertation Research  
 3hr PSYC 8500, Clinical Practicum  
 3hr PSYC XXXX elective  
 Total: 12-15 hours

Summer Semester (REQUIRED)

3hr PSYC 9200, Clinical Internship  
 Total: 3 hours

**5th Year**

Fall Semester

3hr PSYC 9200, Clinical Internship  
 (3 hr PSYC 9300, Dissertation Research, if needed)  
 Total: 3-6 hours

Spring Semester

3hr PSYC 9200, Clinical Internship  
 Total: 3 hours

<sup>1</sup>This sample Program of Study is designed to permit the student to complete degree requirements in five years, and may be an option for students not expecting to pursue an academic clinical research career.

<sup>2</sup>Students will enroll during at least one summer prior to internship. Otherwise, summer enrollment is optional, although students should enroll for each summer that they are using university facilities or resources, including faculty time.



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## APPENDIX A

### Faculty of the Clinical Training Program

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Steven R. H. Beach (Marital Therapy, Marital Violence, Depression, Self and Identity), Professor (Ph.D., State University of New York at Stony Brook).

Ronald L. Blount (Pediatric and Child Clinical Psychology, Pain and Coping During Medical Procedures, Coping with Illness), Professor (Ph.D., West Virginia University).

Sarah Fischer (Personality and Psychosocial factors influencing eating and substance use disorders), Assistant Professor (Ph.D. University of Kentucky).

Joan L. Jackson (Risk Factors and Sequelae of Childhood Abuse and Trauma), Associate Professor (Ph.D., The University of Georgia).

James MacKillop (Alcohol and Addictions), Assistant Professor (Ph.D., State University of New York, Binghamton).

Joshua Miller (Relations between Structural Models of Personality and Psychopathology), Assistant Professor (Ph.D., University of Kentucky).

Lloyd Stephen Miller (Neuropsychology/Neuroimaging, Severe Psychopathology, Aging, Cognition and Performance), Professor (Ph.D., University of Mississippi).

Ann Shaffer (Child Development), Assistant Professor (Ph.D., University of Minnesota).

Cynthia Suveg (Developmental Psychopathology), Assistant Professor (Ph.D., University of Maine).

Rheeda Walker (African-American mental health, suicide and risk prevention), Assistant Professor (Ph.D., Florida State University).

Amos Zeichner (Behavioral Medicine, Effects of Cognitive Processes, Emotional Regulation, Sexual Prejudice, and Personality on Human Aggression), Professor (Ph.D., McGill University).

#### **Emeritus:**

Karen S. Calhoun (Sexual Aggression, Violence Prevention), Emeritus Professor (Ph.D., Louisiana State University).

#### **Psychology Clinic additional Faculty:**

Emily MacKillop (Clinical Neuropsychology), Clinical Psychologist (Ph.D. State University of New York, Binghamton).

**Adjunct Faculty**

Ileana Arias (Family Violence, Violence Against Women), Chief, Etiology and Surveillance Branch, Division Of Violence Prevention, Centers for Disease Control and Prevention, (Ph.D., State University of New York at Stony Brook).

Gene H. Brody (Family Influences on Development, Sibling Relationships), Research Professor of Child and Family Development, (Ph.D., University of Arizona).

Jonathan Campbell (Autism, Pediatric Psychology), Associate Professor, School Psychology Program, University of Georgia (Ph.D, University of Memphis).

Lindsey Cohen (Pediatric Psychology) Associate Professor, Georgia State University (Ph.D., University of Georgia).

J. Mark Davis (Clinical Neuropsychology, Learning Disorders), Assistant Professor, Gwinnett College (Ph.D., University of Georgia).

Francis D.;"Jack" Fincham (Personal relationships), Professor and Eminent Scholar, Florida State University (Ph.D. Oxford University).

K. Noel Gregg (Adult Learning Disabilities), Distinguished Research Professor, Special Education, Director of the Regents= Center for Learning Disorders and the University of Georgia Learning Disabilities Center, (Ph.D., Northwestern University).

Hu-Chin Hsu (Infant Development, Mother-Infant Interaction), Assistant Professor, Department of Child and Family Development, College of Family and Consumer Sciences, (Ph.D., Purdue University).

Maureen R. Killeen (Child and Adolescent Mental Health, Self-Esteem, Childhood Depression and Parenting), Professor Emerita, Medical College of Georgia School of Nursing, (Ph.D., University of Georgia, M.N., Emory University).

Paul Alexander Mabe, III (Developmental and Behavioral Screening, Anger in Children, Illness Beliefs, Attitudes & Behaviors), Professor of Psychiatry and Health Behaviors, Medical College of Georgia, (Ph.D., Florida State University).

Lily D. McNair (Cognitive Factors in Alcohol Use, Alcohol Use and Risky Sexual Behaviors, Issues in Treatment of African Americans and Women), Associate Provost of Research and Professor of Psychology, Spelman College (Ph.D., State University of New York at Stony Brook).

Velma M. Murry (Rural African American Families, Family Processes, Adolescent Development), Professor of Human Development, Peabody College, Vanderbilt University, (Ph.D., University of Missouri-Columbia).

Ezemenari M. Obasi (Substance abuse/alcohol, social neuroscience), Assistant Professor, Counseling Psychology, University of Georgia (Ph.D., the Ohio State University).

Dominic Parrot (Alcohol abuse) Assistant Professor, Georgia State University (Ph.D., University of Georgia).

Robert S. Shapiro (Psychopharmacology), Staff Psychiatrist, Mental Health Division, University of Georgia Health Services, (M.D., University of North Carolina-Chapel Hill)

Karen A. Smith (Child and Adolescent Psychology, Family Psychology), School Psychologist, Alps Road Elementary School, (Ph.D. University of Georgia).

Nathan Yanasak (Functional Magnetic Resonance Imaging), Assistant Professor, Department of Radiology, Medical College of Georgia, (Ph.D., University of Utah).

## **APPENDIX B**

### **Instructions for Thesis/Dissertation Prospectus and Final Thesis/Dissertation**

A dissertation prospectus, approved by the major professor, must reach advisory committee members 30 days before a proposed oral comprehensive examination date. The committee is expected to reach a majority decision of "Approved to proceed with the oral examination" or "Disapproved" no later than two weeks after receiving the written prospectus.

A draft of the final thesis and dissertation, approved by the major professor, should be in the hands of the reading/advisory committee 30 days before the Graduate School due date. Manuscripts must be returned to the candidate within 14 days. The revised copy of the thesis must be in the hands of the reading committee at least seven days before the due date. The Graduate School requires that the final dissertation be distributed and orals scheduled at least three weeks in advance (see Graduate School bulletin).

Before submission of prospectus or draft by the major professor, these materials must be checked and recorded by the graduate coordinator's office. A face sheet in triplicate has been developed on which will be indicated the nature of the material, the proposed date for the oral comprehensive examination or the due date for theses and dissertations, and the date of submission. The form will be signed by the graduate coordinator or his deputy. One copy will remain in the coordinator's office one copy will go to the chairperson of the advisory or reading committee, and one copy will be retained by the student. Should either the student or any committee member report that the rules have not been followed, the graduate coordinator, upon investigation, may halt the processing of Graduate School forms or grant a waiver of the deadlines, depending on the circumstances.

If a student wishes to request a waiver of the 30-day deadline for submission of the dissertation prospectus for oral comprehensives, the final dissertation for final orals, or the thesis for final orals, the Clinical Program office has some suggested guidelines for such a request for waiver. Students should recognize that waiving the 30-day department rule may result in substantial changes having to be made in their thesis/dissertation after the orals, which could otherwise be made in the 30-day period prior to the orals.

If the 30-day department rule is waived, the following rule is in effect: The committee of the student must receive the final thesis in their respective mailboxes at least seven days (including weekends) prior to the orals; and the committee should receive the dissertation proposal at least two weeks and the final dissertation at least three weeks before orals. This will consist of the student's submitting the prospectus and the thesis/dissertation to the Clinical Training Program secretary for distribution in faculty members' boxes. The submitted document should be complete (Introduction, Method, Results or proposed data analyses, References, Tables, Figures, etc.). Note that the 30-day rule is not in effect for a thesis prospectus. Therefore, the 7-day rule is in effect for a thesis prospectus.

The following additional guidelines apply to comprehensive and final orals for both the M.S. and the Ph.D. degrees:

1. The major professor (director of the thesis or dissertation) and the graduate student should work together and agree upon the product before it goes to the committee.
2. A committee member has the right and obligation to inform the student that the product is not ready for orals. In the case of the final orals for a thesis, the chairperson of the reading committee should poll other committee members to determine if the product and student are ready for orals. In the case of a dissertation, the major professor will poll committee members.
3. Orals should be held in a room other than the faculty member's office to reduce distractions (e.g., ringing phones, knocks at the door).
4. The oral examination will be preceded by a 30-minute formal colloquium presented by the student and open to the university community. The colloquium will be followed by a meeting of the student and the committee for the formal oral examination.
5. The oral comprehensive examination will be an inclusive examination within the student's field of study. The committee will present a minimum of three questions to which the student will respond during the exam, which should last a minimum of 30 minutes. Examination of the dissertation prospectus will typically follow the oral comprehensive but may not take the place of it. Examination of the prospectus should not include working out elementary design issues, etc.. These should have been handled prior to orals and distribution of the product to the committee. Final orals should not simply involve making grammatical changes, etc.. Again, this should have been handled prior to orals.
6. A formal vote regarding whether the student passes or fails the oral exam should be conducted at the end of the orals when the student is not present.
7. It is the student's responsibility to write the thesis or dissertation. It is the major professor's responsibility to see that it is in adequate form to give to the committee. It is the responsibility of the committee to approve or disapprove the written product prior to orals, but not to help the student rewrite the product.
8. Within 6 months of thesis and/or dissertation defense, thesis and/or dissertation data should be submitted to a peer-reviewed journal for publication consideration.

## **Appendix C: Suggested Timeline and Summary of requirements and deadlines**

(NOTE: This guide is for your convenience only and is not intended to replace the detailed program descriptions above.)

### **YEAR 1**

Academics and procedures:

- MS and clinical coursework (yearlong)
- MS Advisory committee (by end of Fall semester)
- MS Program of Study (by end of Spring Semester)
- Doctoral advisory committee (by end of Spring semester)
- Preliminary Program of study (by end of Spring semester)

Clinical:

Practica (2 semesters in clinic, includes Fall semester Clinical Skills modules)

Research:

1<sup>st</sup> yr project (yearlong)

### **YEAR 2**

Academics and procedures:

- MS and Clinical courses (yearlong)

Clinical:

- Practica (2 semesters in clinic)

Research:

- Present 1<sup>st</sup> yr project (during Fall semester)
- Submit 1<sup>st</sup> yr project (by end of Fall semester)
- Propose MS thesis (by end of Spring semester)

### **YEAR 3**

Academics and Procedures:

- Finish MS and major clinical courses (yearlong)
- MS thesis Defense (by end of Spring semester)
- Written comprehensive exams (following 3<sup>rd</sup> year)

Clinical:

- Practica (Clinic or external practicum, 2 semesters)
- Clinical Case presentation

Research:

- MS Thesis (defended by end of Spring Semester), other projects (yearlong)

### **YEAR 4**

Academics and Procedures:

- Clinical supervision course
- Elective courses
- Final Program of Study (prior to oral comprehensive exam and dissertation proposal)
- Oral comprehensive exam (prior to dissertation proposal)
- PhD candidacy
- Dissertation proposal (prior to internship application)

Clinical:

- Practica (Clinic or external practicum , 2 semesters)

Research:

- MS manuscript submission (within 6 months of MS thesis defense and prior to dissertation)

proposal)

**YEAR 5**

Academics and procedures:

- Electives (yearlong)
- Apply for internship
- Rank Internship
- Defend Dissertation

Clinical:

- Advanced external placements

Research:

- Complete Dissertation data collection prior to Internship ranking (required)
- Defend Dissertation
- Submit Dissertation manuscript(s) (within 6 months of dissertation defense)

**YEAR 6**

- Internship
- Awarded PhD (yay!!)