

CLINICAL PSYCHOLOGY (PhD)

Faculty

Jane Adams, PhD, *New Mexico State University* • Psychobiology • Behavioral Teratology • Human Electrophysiology

Erik Blaser, PhD, *University of California, Irvine* • Experimental Psychology • Psychophysics • Visual Perception

Alice Carter, PhD, *University of Houston* • Child Clinical Psychology • Child Assessment • Developmental Psychopathology • Child Development

Sheree Conrad, PhD, *Boston University* • Personality Psychology • Adult Political Attitudes and Emotion • Dissociation in PTSD, BPD, and Eating Disorders • Media Violence

Sherry Tiffany Cunningham, PhD, *Northeastern University* • Psychobiology • Physiological and Behavioral Mechanisms of Substance Abuse • Psychopharmacology

Estelle Disch (Sociology Department), PhD, *Tufts University* • Sociology • Racism and Mental Health • Feminist Therapy

Roxanne Donovan, PhD, *University of Connecticut* • Abnormal Psychology • Personality • Racial and Cultural Issues • Psychology of Gender • Racial and Class Disparities in Mental Health Treatment • African American Studies

Zsuzsa Kaldy, PhD, *Rutgers University* • Cognitive Development • Memory in Infants • Visual Perception in Infants

Susan Gore (Sociology Department), PhD, *University of Pennsylvania* • Medical Sociology • Social Relationships and Mental Health • Stress and Health • Adolescent Stress

Karla Klein Murdock, PhD, *University of Georgia* • Child Clinical Psychology • Family Systems • Developmental Psychopathology

Joan Liem, PhD, *Boston University* • Clinical Psychology • Family Processes • Stress and Coping • Schizophrenia • Sexual Abuse • Adolescent to Adult Transitions

David Lisak, PhD, *Duke University* • Clinical Psychology • Gender and Culture • Treatment of Trauma • Psychological Origins of Violence

Michael Milburn, PhD, *Harvard University* • Social Psychology • Attitudes and Behavior • Social Cognition • Political Psychology

Celia Moore, PhD, *Rutgers University* • Developmental Psychobiology • Neuroendocrine Systems and Behavior • Development of Species-Typical Behavior

Paul Nestor, PhD, *Catholic University* • Clinical Neuropsychology • Forensic Psychology • Attention in Schizophrenia • Violence and Psychosis

John Perez, PhD, *Yale University* • Developmental Psychopathology • Cognitive-Behavioral Theory and Therapy • Social and Cultural Factors in Major Mental Illness • Spirituality and Health • Prevention and Treatment of Depression • Cultural Factors in Depression • Latino Mental Health

Jean E Rhodes, PhD, *DePaul University* • Clinical-Community Psychology • Mentoring • Urban Adolescents • Women's Issues

Liz Roemer, PhD, *Pennsylvania State University* • Clinical Psychology • Emotion Suppression • Generalized Anxiety Disorder • Post-traumatic Stress Disorder

Steven Schwartz, PhD, *University of Illinois at Urbana-Champaign* • Cognitive Psychology • Problem-Solving • Metacognition • Learning Programming Skills

Ester Shapiro, PhD, *University of Massachusetts Amherst* • Clinical Psychology • Family Life Cycle Transitions • Family Development

Timothy Sieber (Anthropology Department), PhD, *New York University* • Urban Anthropology • Social Class and Ethnicity • Cultural Issues in Urban Development • Schooling

Carol Smith, PhD, *Harvard University* • Developmental Psychology • Cognitive Development • Conceptual Change in Children and Adults • Developing Scientific Concepts

Karen L Suyemoto, PhD, *University of Massachusetts Amherst* • Clinical Psychology • Asian American Studies • Mental Health and Identity in Asian Americans • Multiracial Issues • Identity Development and Issues of Diversity (Ethnicity, Race, Gender, and Sexual Orientation)

Castellano Turner, PhD, *University of Chicago* • Clinical Psychology • Racial Attitudes • Social Issues in Psychotherapy

Laurel Wainwright, PhD, *Boston University* • Physiological Psychology • Social and Cognitive Development • Developmentally Delayed Children

Robert Weiss (Emeritus Professor, Sociology Department), PhD, *University of Michigan* • Social Relationships • Loss and Grief • Retirement and Its Challenges

The Program

UMass Boston's PhD Program in Clinical Psychology, housed in the Psychology Department of the University's College of Liberal Arts (CLA), is designed to prepare students to work in a variety of settings, as clinicians, clinical researchers, and academics, addressing the mental health problems of children, adolescents, or adults. Accredited by the American Psychological Association, the program follows the scientist-practitioner model of clinical training. It provides a strong theoretical background in psychology and related social science disciplines, as well as training in essential clinical skills and in conducting research. Its graduates function as professional psychologists who can translate their basic knowledge into practical applications and who can advance understanding of key problems through research or other scholarly activities.

The program particularly emphasizes:

- Theoretical issues in normal and abnormal development from infancy through adolescence and adulthood. Childhood, adolescence, and adulthood are each studied from a variety of perspectives within the broader context of the total life cycle.
- Sociocultural, ethnic, and minority issues. The course work highlights social and cultural approaches to normal and abnormal development, especially as they help to build an understanding of the perspectives of ethnic minority and low-income groups. The clinical training prepares graduates to conduct sensitive assessment and therapeutic interventions with members of these groups.
- A biopsychosocial model and opportunities for interdisciplinary study. Recognizing that normal and abnormal development are multi-determined, the program draws not only on faculty from the Psychology Department who adopt a biopsychosocial perspective, but also from other departments, including the Departments of Anthropology and Sociology and the University's Research Institutes. Research training gives students skills for analyzing and solving practical problems of normal and abnormal development from a variety of social science perspectives.
- Specialized assessment and intervention skills. The program trains students in a broad range of assessment and intervention skills that will not only enable them to treat problem behavior but will help them promote healthy adaptation and prevent individual and social problems from developing.

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Degree Requirements

The Program in Clinical Psychology involves five to six years of full-time study. Its requirements include

1. Completion of 18 required and 5 elective courses, taken during the first three years of the program. (Note: All courses must be completed with at least a grade of B.) The required courses are designed to expose students to the specific emphases within the program on human development across the life span, and on ethnic and minority concerns and the role of culture in mental health. They also provide students with research training and basic clinical skills in preparation for the practica and internship. *Required courses include the following:*

PSYCH 601 (Assessment and Testing I)
 PSYCH 610 (Culture and Mental Health)
 PSYCH 611 and 612 (Developmental Psychopathology I and II)
 PSYCH 620 (Intervention Strategies)
 PSYCH 641 and 642 (Cognitive and Affective Bases of Behavior and Social and Cultural Bases of Behavior)
 PSYCH 660 (Physiological Psychology)
 PSYCH 670 (Advanced Statistics)
 PSYCH 675 (Research Methods in Clinical Psychology)
 PSYCH 680 (History and Systems of Psychology)
 PSYCH 699 (Master's Research Seminar)
 PSYCH 790 (Professional Standards and Ethics)
 PSYCH 785 and 786 (Clinical Seminar I and II)
 PSYCH 787 and 788 (Clinical Seminar III and IV)

Students also take six elective courses, as follows:

1 Psychotherapy Elective:

PSYCH 720 (Family Systems and Family Therapy)

PSYCH 721 (Child Therapy)

PSYCH 726 (Cognitive Behavioral Therapy)

1 Assessment Elective:

PSYCH 602 (Testing and Assessment II: Personality Assessment)

PSYCH 701 (Advanced Neuropsychological Assessment)

PSYCH 710 (Child Psychological Assessment)

1 Methods/Analysis Elective:

PSYCH 770 (Multivariate Statistics and Causal Modeling) (subject to final University approval)

PSYCH 775 (Qualitative Research Methods in Clinical Psychology) (subject to final University approval)

1 Diversity Elective:

PSYCH 645 (The Psychology of Gender)

PSYCH 720 (Family Systems and Family Therapy)

PSYCH 742 (Social Construction of Self and Identities)

Two additional electives from any of the above lists.

2. A research apprenticeship in the first year. Each student works closely with a faculty research mentor during the first year, gaining exposure to the faculty member's program of research and designing and implementing a master's research project.
3. A master's thesis. Students are not admitted into the Clinical Psychology Program for a terminal master's degree. A master's degree is granted, however, usually sometime after the second year, and after the student has completed 48 credits of course work, one year of part-time practicum, and an approved master's thesis. This thesis gives students an opportunity to apply the knowledge acquired in the two-course research methods sequence (PSYCH 670 and 675). The project done for the master's thesis may be conducted in either a field or laboratory setting. Students enroll for up to six master's research credits (PSYCH 698 and 699) during their second year and attend a master's research seminar.
4. Completion of two years of clinical practicum. One of the key components of the Clinical Psychology Program is systematic intensive training in the application of basic knowledge to the solution of human problems. Such training is achieved through the required practica, which students complete during the second and third years of the program. Students spend two days a week in practice in the University's Mental Health Counseling Center or a field agency (e.g., community mental health center; school for emotionally disturbed children; training hospital) that provides supervised experience with client problems and the opportunity to apply a wide range of assessment and intervention techniques. Along with the field component, students attend a required clinical seminar on campus each semester (PSYCH 785-786 in the second year and PSYCH 787-788 in the third year).
5. A qualifying examination, usually taken during the third year. This examination is designed to assess the student's mastery of broad issues in human development and clinical psychology. The examination requires a critical review of a body of literature and covers these general areas: major theoretical and empirical issues, cross-cultural issues, developmental issues, and implications for clinical practice. The examination gives students an opportunity to demonstrate their understanding of the interrelationships among the diverse perspectives represented in the program and to demonstrate the attainment of professional competence for further study at the doctoral level. Students completing the qualifying examination successfully are admitted to candidacy.
6. A doctoral dissertation, which should be completed by the end of the fourth or fifth year. Completion of a dissertation is one of the most important requirements of the doctoral program. The dissertation is an original empirical project that makes a substantive contribution to the knowledge base in human development or clinical psychology. The dissertation is supervised by a primary advisor and a doctoral committee consisting of at least three faculty members, one of whom comes from an area outside clinical psychology. The committee is responsible for approving the dissertation proposal, overseeing the data collection and analysis, and reviewing the dissertation. The dissertation must be approved by the doctoral committee, and an oral defense must be successfully completed.
7. An internship, typically done in the fifth or sixth year, after the student has completed all other requirements. It involves the satisfactory completion of a one-year full-time (or two years half-time) APA-approved clinical internship in an outside agency. The internship is the logical extension of the practica. It is designed to complete the student's preparation for functioning as an independent professional clinician.

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Admission Requirements

Please see the general statement of admission requirements for all graduate studies programs in the "Admissions" section of this publication, and the "Special Instructions for Applicants to Individual Programs" section at the back of this publication.

Students are admitted to the Clinical Psychology Program to work toward the PhD degree only; the program does not offer a terminal master's degree.

Applications are due in the Graduate Admissions Office of the University by December 1 for enrollment the following September. There are no spring semester admissions in the Clinical Psychology Program.

Students wishing to apply for admission to the program must complete the University of Massachusetts Boston Graduate Admission Application Form. Special attention should be paid to the personal statement, which should include all relevant background experience, academic interests, and professional goals. A copy of all application materials can be found at the back of this publication.

Students must also present the following:

- A minimum of 6 courses in psychology or a closely related social science field, including a course in statistics.
- Scores on the general aptitude (verbal, quantitative, and analytic) and advanced psychology sections of the Graduate Record Examination (GRE).

The Clinical Psychology Program is especially interested in receiving applications from individuals who have had background experience in some human service field, or have worked in a mental health setting, and who have had research experience. Highly qualified applicants who have a demonstrated commitment to a career serving the needs of urban populations will be given priority. In keeping with the mission of the University, and the particular emphases of the program, individuals from a variety of ethnic and minority backgrounds are strongly encouraged to apply.

Another important criterion for admission is the fit between student research interests and the research interests of the faculty teaching in the program. During the admissions process, each student is matched with a research mentor, based on his or her research and clinical interests. The research mentor works closely with the student, helping to plan course work and select practicum opportunities, as well as

guiding the student's research training.

The admissions committee schedules interviews for all finalists, once applications have been reviewed. Interviews are considered an important part of the application process, and whenever possible are held on campus. The program expects to admit eight to ten students each year.

Eligibility for Course Enrollment

Graduate courses in the Clinical Psychology Program are ordinarily open only to regularly matriculated students in the program.

Students matriculated in other graduate programs who wish to enroll in a graduate psychology course need permission of the instructor and of the program director.

Courses

Please note: Not all courses are offered every semester. Some elective course offerings currently being planned are not listed below. The most current information is available from the program office.

PSYCH L 550 (CRCRTH L 651) Cognitive Psychology

This course gives a survey of the field of cognitive psychology from an information-processing viewpoint. The course considers how people encode, organize, transform, and output information. Emphasis is given to such topics as concept formation, problem-solving, and creative thinking. This course does not count toward the Clinical Psychology doctoral program.

Prerequisites: CRCRTH 601 and CRCRTH 602, or permission of instructor.

3 Lect Hrs, 3 Credits

PSYCH 601 Assessment and Testing I

As part one of a two-semester foundations course on diagnostic testing and assessment, this course trains students to administer, score, and interpret tests of cognitive and intellectual functioning. Issues pertaining to test construction and the standards and ethics of psychological testing provide the context for assessment training. In addition, students learn to conduct an assessment interview and are encouraged to articulate for themselves a philosophy of testing.

Special attention is given to the issue of cultural bias in standard psychological tests.

4 Lect Hrs, 4 Credits

PSYCH 602 Assessment and Testing II

This course, a continuation of PSYCH 601, is part two of the clinical diagnostic testing and assessment sequence. It instructs students on the administration, scoring, and interpretation of objective and projective tests that assess the personality and the social/emotional functioning of children, adolescents, and adults. Emphasis is placed on the integration of cognitive, intellectual, and personality test data in presenting a comprehensive and culturally congruent assessment of individuals.

4 Lect Hrs, 4 Credits

PSYCH 610 Culture and Mental Health

This course focuses on three issues: 1) the role of culture in the development of psychological health and psychopathology; 2) variations across cultures in defining and understanding mental health and deviant behavior; and 3) the importance of cultural context in constructing ways to prevent and/or ameliorate psychological problems. Emphasis is placed on the social-cultural contexts of United States minority groups and on what such contexts imply for mental health policy and intervention strategies.

3 Lect Hrs, 3 Credits

PSYCH 611 Developmental Psychopathology I

The first course in a two-semester sequence focusing on the development of psychopathology across the life span, this course introduces students to the field of childhood psychological disorders, their etiology, epidemiology, diagnosis, and treatment. It examines biological, normative developmental, familial, and sociocultural factors involved in childhood symptomatology.

Prerequisite: PSYCH 641, or permission of instructor.

3 Lect Hrs, 3 Credits

PSYCH 612 Developmental Psychopathology II

This course focuses on psychological problems and disorders that typically manifest themselves during adolescence or early or later adulthood. Adult disorders are examined from biological, psychological, and sociocultural perspectives. Students become familiar with the major syndromes classified in DSM-IV. This course is a continuation of PSYCH 611.

3 Lect Hrs, 3 Credits

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PSYCH 614

Forensic Psychology

This course examines the intersection of criminal law and clinical psychology. Topics include those that are frequently the concern of forensic mental health clinicians, namely recidivism, violence risk assessment, insanity, legal competence, and false memory. These topics are studied from cultural and developmental (childhood, adolescence, adult) perspectives.

3 Lect Hrs, 3 Credits

PSYCH 620

Intervention Strategies

An introduction to effective, health-promoting psychotherapeutic interventions designed to address a wide range of clinical and developmental problems. Greatest attention is paid to the theory and practice of individual psychotherapy with adults, although therapeutic interventions with children and adolescents and with families are also introduced. The course adopts an integrative approach to psychotherapy, an approach that combines aspects of interpersonal psychodynamic, humanistic, cognitive-behavioral, and family systems perspectives.

3 Lect Hrs, 3 Credits

PSYCH 628

Trauma: Psychological Response and Recovery

This course examines the psychological and biological consequences of trauma by integrating theoretical, research, and clinical material from several disciplines. Students become familiar with the prevailing theoretical models in the field; with common features of the aftermath of different forms of trauma; with the neurobiological consequences of trauma; and with the methods of treatment that have evolved from the field's expanding empirical base. Developmental issues are given special consideration with a particular focus on childhood abuse. The course also focuses on historical and current sociocultural issues that comprise the context of trauma and its aftermath, both personal and collective.

3 Lect Hrs, 3 Credits

PSYCH 641

Cognitive and Affective Bases of Behavior: Life Span Development I

This is part one of a two-semester course sequence. The aim of part one is to provide a broad perspective on a number of themes that are of enduring importance throughout the life cycle and thus merit special attention. The themes have been selected for the significance they hold for the study of normal as well as atypical development.

They provide us with a vantage point from which to consider some of the prerequisites for normal development, and they set the stage for a discussion of mental health and of problem prevention, atypical mental development, psychopathology, and remedial intervention.

3 Lect Hrs, 3 Credits

PSYCH 642

Social and Cultural Bases of Behavior: Life Span Development II

This course, a continuation of PSYCH 641, introduces students to sociological and anthropological perspectives on human development across the life span. A major focus is on "points of transition" in the human life cycle, with special emphasis on phases of adolescent and adult human development.

3 Lect Hrs, 3 Credits

PSYCH 645

The Psychology of Gender

An examination of metatheoretical perspectives on the meaning of gender, its relationship to sex, the development of gender identity, and the application of gender analysis to the practice of psychotherapy. The course draws from diverse perspectives, including women's studies, men's studies, psychobiology, anthropology, neoanalytic and social learning models, all with the aim of understanding and interpreting the psychological research on gender.

Prerequisite: Permission of instructor.

3 Lect Hrs, 3 Credits

PSYCH 660

Physiological Psychology

This course, designed for students in the Critical and Creative Thinking program, provides an overview of basic concepts in neuroanatomy, neurophysiology, and neurochemistry, with particular emphasis on recent developments in these areas that are of particular relevance to clinical psychology. The course also emphasizes the basic assumptions and limitations of the techniques utilized to investigate brain-behavior relationships.

Prerequisite: Permission of the instructor.

3 Lect Hrs, 3 Credits

PSYCH 662

Psychopharmacology

The aims of this course are threefold:

1) to understand the cellular and molecular mechanisms of action of psychoactive drugs, 2) to understand the facts and theories underlying the use of drugs in the treatment of neurobehavioral ("mental") and neurological disorders, and 3) to understand the processes of addiction and the properties of drugs of use/abuse. The course focuses first on the fundamental aspects of neurochemical activity in the brains of normal individuals, then on each of the major neurotransmitters, related neurological diseases and/or "mental" disorders, and the major drugs that act on each particular neurotransmitter system. The student should gain 1) an understanding of why pharmacological approaches to therapy are used, how they work, and relevant side effects, and 2) an understanding of the pharmacodynamics of substances of abuse. For the clinician, this understanding should permit informed management of future clients who are dependent on the use of psychoactive compounds.

Prerequisite: PSYCH 660 or permission of instructor.

3 Lect Hrs, 3 Credits

PSYCH 670

Advanced Statistics

This course instructs students in advanced statistical topics and provides training in the use of the corresponding computer methods. The course emphasizes the statistical methods of most general interest and importance to social scientists: multiple regression analysis and analysis of variance.

Prerequisite: PSYCH 270 or equivalent undergraduate course in statistics.

3 Lect Hrs, 3 Credits

PSYCH 675

Research Methods in Clinical Psychology

This course focuses on the basic principles and techniques of research in clinical psychology. Topics include developing research hypotheses, the nature of correlational and causal relationships, survey research, group-comparison experimental research, single-subject and quasi-experimental research, and ethical issues in clinical research.

Prerequisite: PSYCH 670.

3 Lect Hrs, 3 Credits

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PSYCH 680

History and Systems of Psychology

This course explores the theoretical and methodological problems of contemporary psychology from a historical perspective. It provides a broad overview of psychology's development as an independent discipline, and of the development of the various sub-specialties in the field. By examining intellectual antecedents and underlying assumptions, the course seeks to evaluate the significance of new movements and methods.

3 Lect Hrs, 3 Credits

PSYCH 698 AND 699

Master's Research

Students are given individual supervision in research by a member of the psychology department faculty or faculty in related fields and attend a master's research seminar. Each student is helped to design and carry out an original master's thesis using an appropriate methodology. Both courses must be taken, for a total of six credits. The six credits are awarded to the student when the thesis is approved.

Hrs by arrangement, 3 Credits

PSYCH 701

Advanced Neuropsychological Assessment

This course emphasizes the neuropsychological assessment of adult brain dysfunction. It presents neuropsychological models of memory, attention, language, perception, and emotion, in relation to various adult brain disorders. Students learn to apply clinical neuropsychological tests and procedures for both descriptive and diagnostic purposes. They complete various learning modules that emphasize neuropsychology across the life span, beginning with developmental neuropsychology and culminating in geriatric neuropsychology.

3 Lect Hrs, 3 Credits

PSYCH 710

Child Psychological Assessment

This course provides an overview of psychological assessment of children and adolescents, combining didactic training in various approaches to social development and psychological assessment with practical hands-on training in several instruments routinely employed in traditional child psychological assessment batteries. Tests to be covered span the domains of cognitive functioning, language, academic achievement, neuropsychological functions, adaptive behavior, and social-emotional/personality functioning. They include both structured and semi-structured methods. Participants become familiar with the procedures for administering,

scoring, and interpreting such instruments as the Mullen Scales of Early Learning, the Kaufman Assessment Battery for Children, the Wechsler Individual Achievement Test (WIAT), and the Vineland Adaptive Behavior Scales.

Prerequisite: PSYCH 601.

3 Lect Hrs, 3 Credits

PSYCH 719

Severe Psychopathology

This seminar considers the domain of severe psychopathology. Its focus is on schizophrenia; other disorders are considered in relation to what is generally considered this most disruptive and chronic of psychopathologies. Participants consider in depth the conceptual and empirical status of schizophrenia as a discrete diagnosable disturbance. In light of that consideration of schizophrenia, they go on to evaluate, on metatheoretical, theoretical, and empirical grounds, the validity of different models of etiology. Finally, consideration is given to effective treatments for schizophrenics, and to the social repercussions of ineffective treatments, as seen through issues of institutionalization and deinstitutionalization, and the plight of homeless severely disturbed individuals.

Prerequisite: PSYCH 612.

3 Lect Hrs, 3 Credits

PSYCH 720

Family Systems and Family Therapy

The course builds on the introduction to family therapy provided by PSYCH 620. It focuses on the historical and conceptual background of family therapy; the major theoretical models and key concepts guiding practitioners in the field; current research findings regarding the effectiveness of family interventions; contemporary critiques of family theory and therapy; and assessments of the appropriateness of various family therapy models for low income, ethnic minority, and immigrant families. Through videotapes and clinical case material, students are exposed to the work of some of the major family therapists practicing today.

Prerequisite: PSYCH 620.

3 Lect Hrs, 3 Credits

PSYCH 721

Child Therapy

Child Therapy provides an introduction to theoretical perspectives, empirically tested interventions, and therapy technique that are relevant for children. Students will gain general skills for working with children and parents in clinical settings and learn specific techniques for psychosocial interventions with children who are experiencing difficul-

ties across multiple domains of functioning. Empirically supported treatment programs for children and families will be examined. Approaches for tailoring treatment goals and methods to fit the specific lifestyle needs of families will be discussed. It is hoped that students will begin to develop specific skills necessary for the individual and team-oriented practice of child clinical psychology.

3 Lect Hrs, 3 Credits

PSYCH 724

Health Psychology

This course introduces students to the disciplines of health psychology and behavioral medicine, providing them with historical and conceptual background; a look at the major theoretical models, with a focus on social learning theory; key concepts in the field; and current research findings of importance to health psychology and behavioral medicine. Intervention models reviewed range from community-based public health interventions to individual psychotherapy.

3 Lect Hrs, 3 Credits

PSYCH 725

Ethnic Validity in Psychotherapy

This course looks at the theoretical and methodological issues confronting practitioners and researchers in cross-cultural psychotherapy. Through critical reading and discussion of past and current literature, students develop a theory-based framework for analyzing psychotherapy research and for conducting culturally appropriate and sensitive psychotherapy. The course examines the meanings of race, ethnicity, and culture from a psychosocial competence perspective; provides an in-depth discussion of several models representative of cross-cultural psychotherapy frameworks; and analyzes the methodological issues that confront research paradigms in this area.

Prerequisites: PSYCH 620, PSYCH 797.

3 Lect Hrs, 3 Credits

PSYCH 726

Cognitive Behavioral Therapy

This course will enhance students' theoretical, empirical, and practical understanding of cognitive, behavioral, and cognitive/behavioral approaches to psychological and behavioral change. Approximately half the class will be devoted to obtaining sufficient familiarity with theories and research in this area to be able to appraise current research critically and, most importantly, to be able to develop a well-thought-out, individualized treatment plan for a range of presenting problems. The other half of the class will be

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devoted to obtaining practical skills in a range of cognitive/behavioral strategies (e.g., progressive muscle relaxation, systematic desensitization, cognitive restructuring, direct therapeutic exposure).

PSYCH 742 **Social Construction of Self and Identities**

A broad exploration of self and identities from constructivist and social constructivist views. This course provides an overview of constructivist and social constructionist theory in clinical psychology and addresses the general question of the nature of self and identities, how self and identities develop, and how social contexts and constructions (including power) influence the perception and construction of self and identities. It will then explore in more depth specific identities/topics chosen by students (e.g., racial identities; gender identities; identities in relation to sexual orientation; class identities; identity in relation to ability/disability; identity related to trauma).
3 Lect Hrs, 3 Credits

PSYCH 775 **Interview Research**

This course is a theoretical introduction to, and a practical workshop in, narrative methods of research. It focuses on interviewing people about their lives and interpreting their accounts from a psychosocial perspective. It also addresses the relationship between narrative perspectives and interpretive approaches to psychotherapy.
3 Lect Hrs, 3 Credits

PSYCH 785 **Clinical Seminar/Practicum I**

The first of four required clinical seminars accompanied by supervised clinical training experiences in field settings. The seminars provide the theoretical and empirical foundations necessary for students to establish competence in diagnosing or defining problems through psychological testing and assessment and formulating and implementing intervention strategies. The practicum placements on campus and in community agencies provide students with the opportunity to apply a range of assessment and intervention techniques under close supervision.
3 Lect Hrs, Practicum Hrs by arrangement, 6 Credits

PSYCH 786 **Clinical Seminar/Practicum II**

The second of four required clinical seminars accompanied by supervised clinical training experiences in field settings. (See PSYCH 785.)
3 Lect Hrs, Practicum Hrs by arrangement, 6 Credits

PSYCH 787 **Clinical Seminar/Practicum III**

The third of four required clinical seminars accompanied by supervised clinical training experiences in field settings. (See PSYCH 785.)
3 Lect Hrs, Practicum Hrs by arrangement, 6 Credits

PSYCH 788 **Clinical Seminar/Practicum IV**

The fourth of four required clinical seminars accompanied by supervised clinical training experiences in field settings. (See PSYCH 785.)
3 Lect Hrs, Practicum Hrs by arrangement, 6 Credits

PSYCH 790 **Professional Standards and Ethics**

The primary goal of this course is to insure that students are familiar with the current professional standards and ethical principles of the American Psychological Association. It studies conduct in research and teaching. Because program emphasis is on clinical psychology, the course focuses particularly on the standards and principles which guide the professional behavior of clinical psychologists. Students learn, through a close inspection of each of the ethical principles and the use of case studies, how to analyze and respond to a range of problems and situations.
3 Lect Hrs, 3 Credits

PSYCH 891 **Seminar in Teaching Psychology**

This seminar is required of all fourth-year students who are teaching undergraduate psychology courses. The seminar provides didactic presentations combined with class discussion and supervision on a variety of topics, including pedagogy, techniques for effective teaching, teaching diversity in psychology, writing and delivering lectures, and conceptualizing exams.
Prerequisites: Status as fourth-year graduate student in Clinical Psychology Program.
3 Sem Hrs, 3 Credits

PSYCH 896 **Independent Study in Clinical Psychology**

This course involves the comprehensive study of a particular topic in clinical psychology under the direction of a faculty member. An independent study course can fulfill one elective requirement. A detailed proposal must be submitted to the faculty member prior to registration.
Hrs by arrangement, 3 Credits

PSYCH 897 **Special Topics in Clinical Psychology**

This advanced course offers intensive study of selected topics in clinical psychology. A special topics course can be used to fulfill one area elective requirement (see "Degree Requirements"). Course content varies according to the topic and is announced before registration each time the course is offered.
Hrs by arrangement, 3 Credits

PSYCH 898 **Internship in Clinical Psychology**

Doctoral candidates in clinical psychology are required to complete this one-year full-time predoctoral internship in a setting approved by the American Psychological Association. During the internship, students have a variety of clinical experiences, including assessments and therapeutic interventions. They are closely supervised by mental health professionals, some of whom must be licensed clinical psychologists. A letter from the on-site internship director documenting satisfactory completion must be in the student's file at the University before the degree can be granted.
18 Credits (9 for each semester)

PSYCH 899 **Dissertation Research**

Research, conducted under supervision of the doctoral committee, leading to the presentation of a doctoral dissertation.
Hrs by arrangement, 1-9 Credits