HANDBOOK

of the

Clinical Psychology Doctoral Program Department of Psychology Saint Louis University



SAINT LOUIS UNIVERSITY™

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2026-2027

Department of Psychology
Saint Louis University
2026-2027

TABLE of CONTENTS

I.	Mission	5
II.	Overview	6
III.	Philosophy of Training, Guiding Principles, and Values	8
IV.	Goals, Objectives and Curriculum Plan	9
	A. Discipline Specific Knowledge: History and systems of psychology and the basic content areas in scientific psychology	9
	B. Discipline-specific knowledge: Research and quantitative methods and advanced integrative knowledge	11
	C. Profession Wide Competencies	12
	D. Levels of Education and Training	18
V.	Degree Requirements	19
VI.	Resources	23
	A. Faculty and Staff	24
	B. Training Facilities	29
	C. Student Financial Support	31
VII.	Quality Assurance and Outcomes Assessment	33
	A. Evaluation of Program Mission, Goals, Objectives & Processes	33
	B. Evaluation of Clinical Faculty	34
	C. Review of Student Professional Development	34
	D. Academic Appeals	37
	E. Program Contact and Record Retention	37
VIII.	Program Governance	37
IX.	Admissions	38
X.	Profession Wide Competencies	39

I. MISSION

The mission of the clinical psychology graduate program is to provide training in health service psychology, defined as "the integration of psychological science and practice in order to facilitate human development and functioning" (2017, American Psychological Association). In realizing its mission, the clinical psychology graduate program is committed to preparing students to achieve knowledge and understanding in the following areas:

A. Discipline-Specific Knowledge: History and systems of psychology and the basic content areas in scientific psychology;

B. Discipline-Specific Knowledge: Research and quantitative methods and advanced integrative knowledge;

C. Profession-Wide Competencies in research, ethics, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, consultation, interprofessional/interdisciplinary skills, and psychopathology.

II. OVERVIEW OF THE CLINICAL PSYCHOLOGY PROGRAM SAINT LOUIS UNIVERSITY

As part of its commitment to educating and training professional psychologists, the Department of Psychology in the College of Arts and Sciences at Saint Louis University offers a Doctor of Philosophy degree in clinical psychology. In recognition of its consistent quality and excellence in the education and training of clinical psychologists, the clinical psychology program has been accredited by the American Psychological Association since 1965. The most recent APA accreditation site visit occurred in 2021, and the clinical psychology program was awarded 10 years of accreditation with the next accreditation site visit to be held in 2031. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

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

The clinical psychology program at Saint Louis University is designed to provide broad and general doctoral education and training in health service psychology. Our faculty are committed to training and education that evidences the integration of science and practice, that is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training, and that indicates respect for and understanding of cultural and individual differences and diversity.

These elements are reflected in our curriculum and training opportunities. Our faculty are committed to developing broad and diverse training opportunities by seeking and obtaining extramural funding. Students working on successfully funded projects have had the opportunity to be involved with nationally recognized programs of clinical training and research. Students are trained in a scientist-practitioner approach to clinical psychology which values breadth, depth, and integration of clinical practice and research training. Students develop a working, integrated knowledge of the general discipline of psychology and the field of clinical psychology through broad-based and in-depth coursework, research training, and supervised clinical experiences with faculty representing a variety of interests, theoretical orientations, and approaches. The foundation of the clinical program is a supportive learning environment in which faculty and students work collaboratively and responsibly to promote individual and social welfare through both the science and practice of clinical psychology. The education and training of clinical psychologists at Saint Louis University is enhanced by our commitment to cultural diversity and respect for individual differences.

The Department of Psychology's three graduate programs—clinical, experimental, and industrial/organizational psychology—work together to educate and train psychologists for careers in academic and research-based environments, professional practice, consultation, and teaching through an integrated curriculum of coursework, research training, and supervised practica. Our environment is further enriched by a large undergraduate program offering both the Bachelor of Science and Bachelor of Arts degrees, a major in neuroscience, and a psychology minor.

Located in Morrissey Hall, the graduate programs are supported by a variety of laboratories and training facilities. The Psychological Services Center (PSC) serves as the primary site for supervised clinical experience in the delivery of psychological services. The clinical program also has established collaborative relationships with Saint Louis University Health Sciences Center and with various hospitals, agencies, institutions, and private practitioners throughout the community to provide advanced training and experience in the science and practice of clinical psychology in diverse and integrated training settings.

III. PHILOSOPHY OF TRAINING, GUIDING PRINCIPLES, and VALUES

In support of its mission, the clinical psychology program is guided by the following philosophy of training, guiding principles and values:

A. Respect for and Understanding of Cultural and Individual Diversity

The clinical program supports the recognition and understanding of the role of cultural and individual differences as they relate to both the science and the practice of psychology. The clinical psychology program is committed to establishing and maintaining a supportive and encouraging learning environment for students and faculty representing a variety of backgrounds that includes, but it not limited to age, disability, ethnicity, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program strives to reflect its commitment to diversity in its policies for recruitment, retention, and development of students and faculty. This commitment is reflected in a participatory, democratic governance model that strives to balance the needs, rights, and interests of individuals with those of the program to accomplish its mission, goals, and objectives.

B. Broad and General Preparation of Entry Level Clinical Psychologists

Doctoral education and training for the entry-level scientist-practitioner of clinical psychology requires an integration of the existing and evolving body of knowledge in the general discipline of psychology as well as profession wide competencies. The scientist-practitioner model of training values breadth and depth in discipline-specific and profession-wide competencies. Education and training for the science and practice of clinical psychology is a developmental process involving both experiential and academic learning. Further, this training is sequentially-based, cumulative, and graded in complexity so as to prepare students for further organized training and lifelong learning.

C. The Scientist-Practitioner Model of Training

The clinical program is based on a recognition, understanding, and commitment to the scientific foundations of the discipline. Students and faculty support and contribute to the science of clinical psychology through the discovery and dissemination of knowledge. The clinical program is also based on a recognition, understanding, and commitment to the applied foundations of the discipline of psychology. Students and faculty support and contribute to the practice of clinical psychology through the application of psychological principles to address problems within individuals, groups, communities, and society. Education and training in the clinical psychology program is based on integration of the science and practice of clinical psychology through the scientist-practitioner model of training. The clinical program promotes the integration of science and practice; it works to see that the science of clinical psychology is informed by the practice of clinical psychology and that the practice of clinical psychology is informed by the science of clinical psychology. The clinical program values the science and practice of clinical psychology as two aspects of an integrated whole.

D. Program Aims and Student Competencies.

The clinical program is committed to excellence in training students in health service psychology by equipping them with discipline-specific knowledge in psychology and the profession wide competencies. The resources, methods, and processes by which these outcomes are to be attained are presented in our goals, objectives, and curricular plan (section 4 of this handbook). These aims are consistent with our identity as a Jesuit University and the corresponding principle of service to others. These aims are also consistent with those of the profession in that they provide excellent education and training in health service psychology as well as protect local, regional, and national consumers of psychological services thereby maintaining the integrity of the profession.

E. Contribution to the Catholic, Jesuit Identity of Saint Louis University

The clinical program contributes to the Catholic, Jesuit identity of the University by preparing clinical psychologists who provide service to others and who are effective leaders of social change based on ethical values and principles.

IV. GOALS, OBJECTIVES, AND CURRICULUM PLAN

The objectives of the clinical psychology program at Saint Louis University are to educate and train students training in health service psychology, defined as "the integration of psychological science and practice in order to facilitate human development and functioning" (2017, American Psychological Association). In realizing its mission, the clinical psychology graduate program is committed to preparing students to achieve competence in both the discipline specific and profession-wide competencies that define providers of health service psychology.

Various university, graduate education, department, and program requirements are integrated to form a curriculum plan which reflects our commitment to individual and cultural diversity, the scientist-practitioner model, and broad and sequentially-based education and training. As a program, we strive to cultivate the recognition and understanding of the role of cultural and individual differences as they relate to both the science and the practice of psychology. Given the growing and evolving demands of our profession, we are committed to the education and training of clinical psychologists who are capable of functioning within a wide range of environments and with diverse populations. Further, education and training in the clinical psychology program is based on integration of the science and practice of clinical psychology through the scientist-practitioner model of training. Students develop a working, integrated knowledge of the general discipline of psychology and the field of clinical psychology through broad-based discipline specific and professional coursework. Students obtain education and training for conducting psychological research through academic coursework, participation on a research team, and mentoring from faculty researchers. Students acquire the knowledge, skills, and competencies for clinical practice through academic coursework, clinical practica, and supervised clinical experiences including clinical vertical team associated with the Psychological Services Center (PSC), external clerkships, and clinical internship. Through the broad-based, integrated, and sequential curriculum plan which is graded in complexity, students will achieve competency in the following areas:

A. Discipline-specific knowledge (DSK): History and systems of psychology and the basic

content areas in scientific psychology

Students will acquire and demonstrate understanding of and competence in the breadth of health service psychology, its history of thought and development, and its basic content areas in scientific psychology. To achieve this end, students will be exposed to discipline specific knowledge including: 1) the history and systems of psychology; 2) the biological-affective aspects of behavior; 3) the cognitive aspects of behavior; 4) the developmental aspects of behavior; and 5) the social aspects of behavior. To achieve these objectives, the following educational experiences are required:

History and Systems of Psychology (3 hours). Each student must successfully complete a 3-credit hour course in the history and systems of psychology either at the undergraduate or graduate level. If at the undergraduate level, the course must have been taken at a regionally accredited institute of higher education and students are responsible for submitting a copy of the syllabus and corresponding transcript for review by the Director of Clinical Training. Successful completion is defined as a letter grade of B or better. If not previously met, this requirement may be met through completion of:

PSY 5100: History & Systems of Psychology

Biological-Affective Aspects of Behavior (3 hours). Each student must successfully complete a 3-credit hour, graduate-level, broad-based survey course in the biological and affective aspects of behavior. To satisfy this requirement, students must complete the following course:

PSY 5930: Fundamentals of Neuropsychology

Students can also elect to take this course online from an accredited institution or count an undergraduate course towards this requirement

Cognitive Aspects of Behavior (3 hours). Each student must successfully complete a 3-credit hour, graduate-level, broad-based survey course in the cognitive aspects of behavior. To satisfy this requirement, students must complete the following course:

PSY 5120: Memory & Cognition

Developmental Aspects of Behavior (3 hours). Each student must successfully complete a 3-credit hour, graduate-level course in the developmental aspects of behavior. To satisfy this requirement, students much complete the following course:

PSY 5220: Lifespan Developmental Clinical Psychology

Social Aspects of Behavior (3 hours). Each student must successfully complete a 3-credit hour, graduate-level, broad-based survey course in the social aspects of behavior. To satisfy this requirement, students must complete the following course:

PSY 5300: Social Psychology

B. Discipline-specific knowledge (DSK): Research and quantitative methods and advanced integrative knowledge

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (3 hours). Each student will complete a graduate-level course that entails integration of multiple basic discipline-specific content areas (i.e., integration of at least two: affective, biological, cognitive, social, or developmental aspects of behavior). Social psychology integrates the social and affective bases of behavior with relevant cognitive, cultural, and biological components. Cognition addresses the cognitive aspects of behavioral and integrates source material in the affective and biological aspects of behavior.

PSY 5300: Social Psychology
PSY 5120: Memory & Cognition

Research Methodology (6 hours). Each student in the clinical psychology program must successfully complete 6-credit hours of graduate-level coursework in research methodology. The Department of Psychology offers the following courses to meet this requirement, although graduate courses from other departments (e.g., Public Policy Studies, Research Methodology) may be accepted with prior written permission from the student's advisor and the Director of the Clinical Psychology Program:

PSY 5080: Advanced Quantitative Research Methods
PSY 5090: Psychometric Theory
PSY 5930: Qualitative & Mixed Method Research

Quantitative Methods (6 hours). Each student in the clinical psychology program must successfully complete 6-credit hours of graduate-level coursework in statistics. To meet this requirement, the following courses in Psychology are offered, although graduate courses from other departments (e.g., Public Policy Studies, School of Public Health, Sociology) may be accepted with prior written permission from the student's advisor and the Director of the Clinical Psychology Program:

PSY 5790: Applied Univariate Statistics in Behavioral Science
PSY 6500: Applied Multivariable and Multivariate Statistics in Behavioral Science

Psychological Measurement. Each student in the clinical psychology program will acquire and demonstrate understanding and competence in psychological measurement. Education and training in psychological measurement are provided in the required Clinical Assessment I and II courses (PSY 5030 and 5040). Additionally, students are exposed to the current and evolving body of knowledge in psychological measurement through the required completion of 6-credit hours in research methodology, which may be met through completion of PSY 5080: Advanced Quantitative Research Methods and PSY 5090: Psychometric Theory.

Additionally, students obtain training in the application of psychological measurement principles through completion of the thesis and dissertation. Students have the option of earning a concentration in Quantitative Methods in the Behavioral Sciences by completion of two additional courses in research methodology and/or statistics and by completion of a capstone project that entails application of their statistical and/or methodological knowledge in a career-consistent manner. Specific requirements for the concentration may be found in the concentration guidelines.

PSY 5090: Psychometric Theory

C. Profession-wide competencies (PWC) in research, ethics, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, consultation, and interprofessional/interdisciplinary skills.

1. Knowledge and Understanding of the Conduct of Psychological Research

Students will demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base; conduct research or scholarly activities; and critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level. To meet these objectives, the following courses and training experiences are required:

Research Vertical Team (0 hours). Each clinical psychology student must participate in a Research Vertical Team during each Fall, Spring, and Summer semester. This requirement is met by registering for zero credit hours each semester in the following sequence:

PSY 5860: Clinical Research I (Fall, Spring, Summer of 1st year)
PSY 5870: Clinical Research II (Fall, Spring, Summer of 2nd year)
PSY 6860: Clinical Research III (Fall, Spring, Summer of 3rd year)
PSY 6870: Clinical Research IV (Fall, Spring, Summer of 4th year and beyond)

Thesis Research (6 hours). Each student in the clinical program must complete a thesis in accordance with policies of the Office of Graduate Education in partial fulfillment of the requirements for the Masters of Science (Research) degree. In addition to the thesis, this requirement is met by completion of 6 graduate credit hours of:

PSY 5990: Thesis Research

Dissertation Research (12 hours). Each student in the clinical program must complete a dissertation in accordance with the policies of the Office of Graduate Education in partial fulfillment of the requirements of the Doctor of Philosophy degree. In addition to the

dissertation, this requirement is met by completion of 12 graduate credit hours of:

PSY 6990: Dissertation Research

2. Knowledge, Understanding, and Competence in Ethical and Legal Standards

Students will be knowledgeable of and act in accordance with each of the following: a) the current version of the APA Ethical Principles of Psychologists and Code of Conduct; b) relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and c) relevant professional standards and guidelines. Further, students will recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. Finally, students will conduct themselves in an ethical manner in all professional activities. To meet these objectives, the following courses and training experiences are required:

Ethics. Each clinical psychology student is required to complete three graduate credit hours in ethics and professional issues for clinical practice and research. This requirement is met by completion of:

PSY 6800: Ethics, Supervision, & Consultation

3. Knowledge, Understanding, and Competence in Individual and Cultural Diversity

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

Students partially achieve this objective by the required completion of a 3-credit graduate course in Human Diversity (PSY 6030). However, education and training in cultural and individual diversity is integrated throughout the curriculum. For example, the roles of cultural and individual diversity in clinical assessment, psychopathology, and clinical interventions are incorporated into each of the respective core clinical courses and many of the specialized elective courses. Students will also gain exposure to issues pertaining to individual and cultural diversity in the monthly Cultural Competency Seminar. Supervised

clinical experience with culturally diverse populations is provided through Clinical Vertical Team and clinically related clerkships. The scientific study of the role of individual and cultural differences are also examined and addressed through Research Vertical Team.

PSY 6030: Human Diversity

4. Knowledge, Understanding, and Competence in Professional Values and Attitudes

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

Education and training for the role of a professional psychologist is integrated throughout the curriculum. For example, students learn the professional role of a scientist through exposure and modeling on Research Vertical Team and completion of the thesis and dissertation. Students learn the professional role of a clinical practitioner through exposure and modeling on Clinical Vertical Team, clerkships, and internship. Students gain applied exposure to professional issues via our monthly Professional Seminar.

5. Knowledge, Understanding, and Competence in Communication and Interpersonal Skills

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

Education and training in communication and interpersonal skills is integrated throughout the curriculum. Our courses in the DSKs and PWCs contain written and oral communication requirements via the conduct of class discussions (e.g., presentations, discussions, debates), written work (e.g., tests, quizzes, papers), and experiential exercises. In addition, students learn and demonstrate their communication skills through participation on Research Vertical Team, completion of their master's and doctoral oral examinations, and the proposal and defense of the thesis and dissertation. Students also refine and develop their communication skills through participation on Clinical Vertical Team, clerkships, and internship. Students gain formal exposure to models of supervision and consultation via the following course:

PSY 6800: Ethics, Supervision, & Consultation

6. Knowledge, Understanding, and Competence in Assessment

Students are expected to a) demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology; b) demonstrate understanding of human behavior with its context; c) demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process; d) select and apply assessment methods that draw from the best available empirical literature that reflect the science of measurement and psychometrics, collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient; e) interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective; and f) communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Students are expected to demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors and understanding of human behavior in its context via demonstration of knowledge, understanding, and competence in the theoretical and conceptual bases of psychopathology, diagnosis, and assessment. Students are exposed to the applied aspects of psychopathology including diagnosis, assessment, symptom presentation, and case conceptualization and via their work on Clinical Vertical Team, clerkships, and internship. To further achieve this competency, formal course work in psychopathology provides knowledge and training in the theoretical and conceptual bases of psychopathology and formal training in assessment provides knowledge and training in the assessment thereof:

<u>*Psychopathology (3 hours)*</u>. Each clinical psychology graduate student is required to complete 3 graduate credit hours in the foundations of psychopathology. This requirement is met by completion of the following course:

PSY 5520: Psychopathology

<u>*Practicum in Psychopathology (0 hours)*</u>. In conjunction with Psychopathology (PSY 5520), students are required to complete one semester of practicum in the identification and conceptualization of mental disorders and dysfunctional behavior. Students should register for zero credit hours for the following course:

PSY 5880 01: Psychopathology Practicum
(Fall semester, in conjunction with PSY 5520: Psychopathology)

Clinical Assessment (6 hours). Students in the clinical psychology graduate training program are required to complete 6 graduate credit hours of coursework in the foundations of clinical assessment. This requirement is met by completion of three credit hours of each

of the following two courses:

PSY 5030: Clinical Assessment I
PSY 5040: Clinical Assessment II

Practicum in Clinical Assessment (0 hours). In conjunction with the core two-semester sequence in clinical assessment, students are required to complete two semesters of practicum in the selection, administration, scoring, and interpretation of psychological tests and measures.

Students should register for zero credit hours as follows:

PSY 5800: Clinical Assessment Practicum I
(Fall semester, in conjunction with PSY 5030: Clinical Assessment I)
PSY 5830: Clinical Assessment Practicum II
(Spring semester, in conjunction with PSY 5040: Clinical Assessment II)

7. Knowledge, Understanding, and Competence in Interventions

Students are expected to a) establish and maintain effective relationships with the recipients of psychological services; b) develop evidence-based intervention plans specific to the service delivery goals; c) implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables; d) demonstrate the ability to apply the relevant research literature to clinical decision making; e) modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking; and f) evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Clinical Interventions (3 hours). Each student in the clinical psychology program must complete 3 graduate credit hours in the foundations of clinical interventions. This requirement is met by completion of following course:

PSY 5610: Clinical Interventions

Practicum in Clinical Interventions (0 hours). In conjunction with the clinical interventions graduate course (PSY 5610), students are required to complete one semester of practicum in the techniques and methods of psychotherapeutic interventions. Students should register for zero credit hours as follows:

PSY 6880: Clinical Interventions Practicum
(Spring semester, in conjunction with PSY 5610: Clinical Interventions)

Clinical Vertical Team (12 hours). Students are required to participate in Clinical Vertical Team (CVT) during each Fall, Spring, and Summer semester in residence. Each student is required to successfully complete 12 graduate credit hours of Clinical Practicum (i.e., CVT). This requirement is met by registering for zero credit hours each Fall and Spring semester and for 3-credit hours during the Summer semester in the following sequence:

PSY 5810: Clinical Practicum I
(1st year; 0 hours Fall, 0 hours Spring, 3 hours Summer)
PSY 5820: Clinical Practicum II
(2nd year; 0 hours Fall, 0 hours Spring, 3 hours Summer)
PSY 6810: Clinical Practicum III
(3rd year; 0 hours Fall, 0 hours Spring, 3 hours Summer)
PSY 6820: Clinical Practicum IV
(4th year and beyond; 0 hours Fall, 0 hours Spring, 3 hours Summer)

Clerkships in Clinical Psychology (0 hours). Students may elect to obtain additional supervised training in research, clinical practice, or teaching through clerkships established through collaborative arrangements with various agencies, facilities, organizations, and individuals; teaching opportunities are also available in the Department of Psychology and the School for Professional Studies at Saint Louis University. No student may be engaged in the delivery of psychological services outside the Psychological Services Center without permission of their advisor and the DCT and without registering for clerkship hours.

PSY 5890: Clerkship in Clinical Psychology
PSY 5891: Clerkship in Clinical Child Psychology
PSY 5892: Clerkship in Health, Neuropsychology and Trauma
PSY 5893: Clerkship in Community Psychology
PSY 5894: Clerkship in Academic Psychology
PSY 5895: Clerkship in Sport Psychology

Internship in Clinical Psychology (0 hours). Each student must complete an APA-approved internship in clinical psychology. Students must have completed their written and oral preliminary examinations and have an approved dissertation proposal by October 15 in order to apply for internship. The student must receive approval of readiness for internship from the clinical faculty through the Director of the Clinical Psychology Program. Students must register for zero credit hours for each Fall, Spring, and Summer semester during their internship as follows:

PSY 6890: Internship in Clinical Psychology

8. Knowledge of Supervision Models and Practices

Students are expected to demonstrate knowledge of supervision models and practices. To achieve this objective, students must successfully complete:

PSY 6800: Ethics, Supervision, and Consultation

9. Knowledge and Respect for Consultation and Interprofessional/interdisciplinary skills

Students are expected to demonstrate knowledge and respect for the roles and perspectives of other professions as well as to demonstrate knowledge of consultation models and

practices. To achieve this objective, students must successfully complete:

PSY 6800: Ethics, Supervision, and Consultation

Note: Alterations to the program's curriculum are possible and may take place due to changes in faculty or shifts in APA accreditation standards. Students will be notified if any curricular changes take place during their time in the program.

D. Levels of Education and Training Opportunities

The Taxonomy for Health Service Specialties defines three areas of education and training opportunities within APA-accredited doctoral programs. A Major Area of study involves 2-3 years of didactics, supervised practicums, and the completion of the dissertation or research project in the area of specialty. An Area of Emphasis is defined as involving at least 4 courses and 2 practicum experiences in the specialty. An area of Experience involves at least 1-2 courses and practicums in the area of specialty. Typically, an area of Exposure involves at least 1-2 courses in the specialty.

Our program's Major Area of study is that of Clinical Psychology according to the APA Taxonomy. Although there are no formal areas of pre-doctoral specialization in our clinical psychology graduate training program, students may also elect one of the following additional APA-recognized *specialization* education and training opportunities: Clinical Neuropsychology, Clinical Child and Adolescent Psychology, and Clinical Health Psychology. Students interested in pursuing one of these areas of *specialization* should work with their advisor to establish an individualized curriculum and training plan.

Areas of Emphasis, Experience, or Exposure

Clinical Neuropsychology: Elective graduate courses for students interested in the field of clinical neuropsychology include Fundamentals of Neuropsychology, Neuropsychological Assessment, Memory and Cognition, Psychopharmacology, and other electives offered by the neuroscience faculty. Supervised clinical experience in neuropsychological assessment, consultation, and treatment is offered through the Psychological Services Center and various external placements. Faculty research in clinical neuropsychology focuses on cognitive changes associated with neurodegenerative disease, mild head injury, and healthy aging, along with developmental populations such as ADHD and Autism Spectrum Disorder. Faculty research also focuses on enhancing the evidence-based practice of clinical neuropsychology, including the examination of response bias and effort.

Clinical Child and Adolescent Psychology: Elective graduate courses for students interested in taking electives to fulfill this area are available in the Department of Psychology including, but not limited to, Child Assessment and Psychopathology, Child Interventions, and Topics in Developmental Psychology. With permission, students can also take elective graduate courses in related graduate programs such as SLU Medical Family Therapy Program. External placements involving pediatric, child and adolescent assessment, consultation, and intervention are also available in a variety of settings (e.g.,

outpatient mental health, specialty pediatric hospital clinics, schools) and with multidisciplinary teams. Faculty research in clinical child psychology includes ADHD impairment and interventions, religion and mental health, family conflict and adjustment, parent training, and graduate training in clinical child psychology.

Clinical Health Psychology: Elective graduate courses for students interested in taking electives to fulfill this area are available in the Department of Psychology including, but not limited to, Clinical Health Psychology, Sports Psychology, Occupational Health Psychology, and Fundamentals of Neuropsychology. With permission, students can also take elective graduate courses in related graduate programs such as SLU Medical Family Therapy Program and School of Public Health and Social Justice. External placements devoted to clinical service delivery with health-related issues of patient, family members, and/or interprofessional care teams are available. Faculty research in clinical health psychology includes pain and rehabilitation, health behavior change, sports psychology, assessment and treatment of substance-related addictive disorders, the intersection of trauma and health, and interprofessional care team wellbeing.

V. DEGREE REQUIREMENTS

Each student must comply with Saint Louis University Office of Graduate Education regulations regarding the Masters of Science (Research) and Doctor of Philosophy degrees (see the Graduate Education Catalog). Students entering the program without a master's degree in psychology must complete the requirements for the Masters of Science (Research) degree at Saint Louis University before official admission and matriculation to the Ph.D. program. We do not offer a terminal master's degree. It is anticipated that each student admitted to the clinical psychology program without an approved master's degree will successfully complete the M.S.(R) and Ph.D. degrees. Students who have obtained an approved master's degree in psychology prior to matriculation in the clinical program are admitted directly to the Ph.D. program. The general program requirements include:

A. Masters of Science (Research). Each student must successfully complete the requirements of Saint Louis University's Office of Graduate Education for the Masters of Science (Research) degree if they have not yet obtained an approved master's degree prior to matriculation. These requirements include:

1. Coursework*:* Each student must complete a total of 36 credit hours which includes 30 credit hours of academic coursework and 6 credit hours of thesis research, including:

Nine credit hours of statistics and research methods (9)
PSY 5030: Clinical Assessment I (3)
PSY 5040: Clinical Assessment II (3)
PSY 5520: Psychopathology (3)
PSY 5610: Clinical Interventions (3)
PSY 6800: Ethics, Supervision, and Consultation (3)

PSY 5810: Clinical Practicum I (3)
PSY 5820: Clinical Practicum II (3)
PSY 5860: Clinical Research I (0)
PSY 5870: Clinical Research II (0)
PSY 5800: Clinical Assessment Practicum I (0)
PSY 5830: Clinical Assessment Practicum II (0)
PSY 5880: Psychopathology Practicum (0)
PSY 6880: Clinical Interventions Practicum (0)
PSY 5990: Thesis Research (6)

2. Thesis*:* Each student in the clinical program must complete a thesis in accordance with the requirements of SLU Graduate Education. The student is required to complete 6 credit hours of thesis research (PSY 5990). The thesis committee must consist of three members, at least two of whom are psychology faculty (Clinical, Experimental, or I/O) who have Graduate Faculty status. Appointment of a third committee member who does not have Graduate Faculty status requires permission of the Associate Dean for Graduate Affairs. The thesis must be approved in writing by all members of the thesis committee.

Students entering the clinical psychology program with a non-thesis master's degree are required to complete a post-master's degree research project under the supervision of an approved faculty member in the Department of Psychology. The completed research project requires approval of the faculty supervisor.

3. Advancement to Candidacy*:* The master's thesis defense occurs in conjunction with master's oral examination in a single meeting. Students may begin registering for thesis credits at any time; however, once enrolled, they must enroll for a minimum of one credit per semester (fall and spring) until the thesis is defended. During the semester in which the student plans to defend (fall, spring, or summer), students must have completed or be registered to complete the 6 hours of thesis research (PSY 5990). Should the thesis credits already be fulfilled, students should register for zero credit hours of PSY 5990.

In preparation for the defense, students should follow the procedures found on the Office of Graduate Education website. In brief, students need to complete the following tasks before the defense can be held: a) complete the Application for Degree through Banner Self Service, b) complete a Degree Audit with their research mentor in Degree Works, and c) complete the Masters Oral Exam Request Form. Students planning on defending during the 8-week summer sessions must have written permission of the mentor, committee members, and DCT. All of the above must be received by the Master's Candidacy Advisor **no less than two full weeks** prior to the date of the Master's Oral Examination.

4. Master's Comprehensive Oral Examination*:* Each student must pass an oral examination in accordance with the requirements of SLU Office of Graduate Education prior to advancement to candidacy for the Masters of Science (Research) degree. The examination committee typically (but not necessarily) is the same as the thesis committee;

however, the committee must consist of at least three members, two of whom are clinical psychology faculty who have Graduate Faculty status. Appointment of any committee member who does not have Graduate Faculty status requires permission of the Associate Dean for Graduate Affairs. The exam should be scheduled for 90 minutes; however, the exam is to last no less than 60 minutes and no more than 90 minutes. The student will be examined over: 1) the contents of the thesis; 2) research methodology, statistics, and psychological measurement; 3) the theoretical, scientific, and conceptual foundations of the field of clinical psychology (i.e., clinical assessment, psychopathology, clinical interventions); and 4) ethics and diversity. Students will also be evaluated in terms of their ability to integrate within each of the clinical core areas (i.e., clinical assessment, psychopathology, clinical interventions, ethics, and diversity) which serves as a diagnostic indicator of readiness for the written preliminary examination. The committee members communicate their evaluations of the student's performance to the Associate Dean for Graduate Affairs in writing. If the student fails the examination, the examination may be repeated, but only once, provided that a second exam is recommended by the committee and is approved by the Associate Dean for Graduate Affairs.

B. Doctor of Philosophy Degree (Ph.D.)

***1. Coursework**:* In addition to the coursework required for the Masters of Science (Research) degree, each student must complete a total of 54 graduate credit hours including 42 hours of coursework and 12 hours of dissertation research:

Three graduate credit hours of Research Methods/Statistics (3)
- -Total of 12 hours which must include 6 hours of Research Methods and 6 hours of Statistics

PSY 5100: History of Psychology (3; see note on p. 8)
PSY 6030: Human Diversity (3)
PSY 5930: Biological and Affective Aspects of Behavior (3)
PSY 5120: Cognitive Bases of Behavior (3)
PSY 5300: Social Aspects of Behavior (3)
PSY 5220: Lifespan Developmental Clinical Psychology (3)
PSY 6810: Clinical Practicum III (3)
PSY 6820: Clinical Practicum IV (3)
PSY 6860: Clinical Research III (0)
PSY 6870: Clinical Research IV (0)
PSY xxxx: Electives (15)
PSY 6890: Internship in Clinical Psychology (0)
PSY 6990: Dissertation research (12)

***2. Written Preliminary Examination**.*
Following completion of the master's degree, each student must pass a written examination in accordance with the requirements of SLU's Office of Graduate Education. The written preliminary examination tests the student's comprehension and integration of knowledge in clinical psychology. The examination is in the form of a proposal for their future dissertation and is evaluated by the committee as "pass," "revise and resubmit," or

"fail."

The committee for the written preliminary exam must consist of three members, at least two of whom are clinical psychology faculty who have Graduate Faculty status.

Students are expected to select a committee and submit an outline of their literature review, research question (and if available hypotheses), research design and proposed methodology within three months of a successful thesis defense.

The committee will provide feedback on the outline within three weeks.

Following receipt of feedback from all committee members, the student has three months to write and submit the written proposal.

Faculty will review the written proposal and will respond to the committee chair within three weeks with a vote of either "pass," "revise and resubmit," or "fail." Committee members who vote "revise and resubmit" must respond with major and minor comments that need to be addressed.

Students have up to 6 weeks to submit their revised document and a letter to the committee detailing their responses to the requested revisions.

A student has up to three opportunities to revise and resubmit. If the majority vote is "fail" on the third attempt, the student is no longer considered in good academic standing in the clinical program and will be dismissed from the program.

Once the student has successfully passed this written preliminary examination, they can move forward to schedule their doctoral oral examination.

3. Doctoral Oral Examination. Each student must pass an oral examination in accordance with the requirements of SLU Graduate Education prior to advancement to candidacy for the Doctor of Philosophy degree. The examination committee must consist of four members, at least three of whom are psychology faculty who have Graduate Faculty status. Appointment of a fourth committee member who does not have Graduate Faculty status requires permission of the Associate Dean for Graduate Affairs. One of the committee members must be a full-time clinical faculty member. Students should complete the following activities, detailed on the Office of Graduate Education website, **at least two weeks** prior to scheduling: a) complete the Doctoral Oral Examination Form; b) complete a Degree Audit with their research mentor in Degree Works.

The examination is to last no less than one hour nor longer than one and a half hours. During the examination, the student will be examined over the dissertation proposal/prospectus (consisting of a statement of the problem, literature review, and the research design prepared for the investigation). The examination is designed to assess the student's ability to integrate knowledge across the discipline of psychology.

The members of the oral preliminary examination committee communicate their evaluations of the student's performance to the Doctoral Candidacy Advisor via the ballots provided. If the committee's decision is Passing or Passing with Distinction, the student is notified of the results and is automatically advanced to doctoral candidate status. A student receiving two or more unfavorable evaluations from the examiners fails the examination. If the student fails the examination, the examination may be repeated, but only once, and ordinarily the second attempt should not be scheduled within the same academic term as the first. The committee that administered the first exam will also administer the second exam under ordinary circumstances. The chairperson of the examination committee must submit a written request for a second exam to the Associate Dean for Graduate Affairs well in advance of the desired examination date. Should the outcome of the second examination be unsatisfactory, a third exam is rarely approved, and is considered by the Associate Dean for Graduate Affairs only upon the unanimous recommendation of the examining committee. If the student fails to pass the oral preliminary examination after the second (or third) attempt, the student is no longer considered in good academic standing in the clinical program and will be dismissed from the clinical program.

4. Dissertation*:* Each student in the clinical program must complete a dissertation in accordance with the requirements of the Office of Graduate Education. The student must submit and defend an original and independent research investigation. Each student is required to complete 12 credit hours of dissertation research (PSY 6990). The dissertation committee must consist of three members, at least two of whom are psychology faculty (Clinical, Experimental, I/O) who have Graduate Faculty status. Appointment of a third committee member who does not have Graduate Faculty status requires permission of the Associate Dean for Graduate Affairs.

5. Public Presentation and Oral Defense of the Dissertation*.* Each student in the clinical program is required to make a public, oral presentation and defense of the dissertation. Students must have completed or be registered to complete 12 hours of dissertation credits by the semester of the defense (PSY 6990). If they have already completed 12 credit hours, they must register for zero credits during the semester during which the defense is scheduled. In addition, students must submit the completed "Notification of Readiness for the Public Oral Defense Form" available on the Office of Graduate Education website at least two weeks in advance of the oral defense. Results of the defense are communicated to the Doctoral Candidacy Advisor via the forms provided.

6. Internship in Clinical Psychology*.* Each student must complete an APA-approved internship in clinical psychology. Students are required to successfully complete written and oral preliminary examinations and have an approved dissertation proposal prior to beginning internship. Additionally, students must have successfully completed all required documentation including case closures in the Psychological Services Center (PSC) prior to registering for internship. The student must receive approval of readiness for internship from the clinical faculty through the Director of the Clinical Psychology Program. The student must register for zero credit hours of PSY 6890: Internship in Clinical Psychology for each Fall, Spring, and Summer semester during their internship.

VI. RESOURCES

To achieve its education and training goals, the clinical psychology program requires resources of appropriate quality, sufficiency and stability. Resources for the clinical program are provided by the Department of Psychology, the Colleges of Arts and Sciences, and the Office of Graduate Education and include:

A. Faculty and Staff

1. Core Clinical Faculty

The core clinical faculty consist of full-time, tenured/tenure-track faculty in the Department of Psychology who meet the professional standards for specialization in clinical or counseling psychology including an earned doctorate from an APA-accredited clinical or counseling psychology program and a valid Missouri license to practice psychology. Core clinical faculty share responsibility for development and implementation of the clinical program's goals, objectives, and curriculum plan. Core clinical faculty represent a diversity of theoretical orientations and approaches and serves as mentors and role models for students. For the current academic year, the core clinical faculty are:

Kira H. Banks, Ph.D. (University of Michigan)
Professor of Psychology
Administrative responsibilities: Director, Clinical Psychology Program
Research and clinical interests: Diversity; minority mental health; discrimination and mental health; intergroup relations; depressive symptomatology
Teaching: Human Diversity; Research Vertical Team; Clinical Vertical Team

Laura Burch, Ph.D. (University of Missouri—St. Louis)
Clinic Director and Assistant Professor of Psychology
Administrative responsibilities: Director of the Psychological Services Center; External Placement Coordinator

Annie Garner, Ph.D. (University of Alabama-Birmingham)
Professor of Psychology
Administrative responsibilities: Associate Director of Clinical Training; Coordinator, Clinical Psychology Admissions
Research and clinical interests: Clinical child psychology; Attention Deficit Hyperactivity Disorder (ADHD); ADHD and driving; ADHD and adolescence; ADHD Transition into adulthood; ADHD nosology and assessment; cognitive disengagement syndrome (CDS) (formerly known as sluggish cognitive tempo; SCT).
Teaching: Clinical Child Interventions; Research Vertical Team, Clinical Vertical Team

Renee Gilbert, Ph.D. (University of Kansas)
Assistant Professor of Psychology

Research and clinical interests: Pediatric trauma, child mental health, health equity, positive adaptation, community-based intervention
Teaching: Abnormal Psychology, Clinical Child Psychology

Paul J. Handal, Ph.D. (Saint Louis University)
Professor of Psychology
Research and clinical interests: Community psychology and primary prevention; psychotherapy outcome; religion and mental health, death anxiety, family conflict and adjustment.
Teaching: Ethics, Supervision, and Consultation; Clinical Vertical Team; Research Vertical Team

David A. S. Kaufman, Ph.D., ABPP (University of Florida) Associate Professor of Psychology
Research and clinical interests: Clinical neuropsychology; attention and cognitive flexibility; electrophysiology; neuropsychological effects of traumatic brain injury and aging.
Teaching: Neuropsychological Assessment; Fundamentals of Neuropsychology; Research Vertical Team, Clinical Vertical Team

Michael J. Ross, Ph.D., ABPP (University of Missouri-Columbia)
Professor of Psychology
Professor of Neurology and Psychiatry
Research and clinical interests: Sports psychology; rehabilitation psychology; rehabilitation of athletes following injury; social cognition in depression and anxiety; ethical beliefs and practices; professional issues.
Teaching: Clinical Interventions; Sport Psychology; Clinical Vertical Team; Research Vertical Team

Madeline Stenerson, Ph.D. (University of Memphis)
Associate Professor of Psychology
Research and clinical interests: Disparities in societal and treatment services, Culturally informed interventions, Issues related to the intersection of criminal justice/law enforcement, LGBTQ+ communities, and individuals involved in sex trade.
Teaching: Abnormal Psychology

Quang D. Tran, S.J., Ph.D. (Boston College)
Assistant Professor of Psychology and Education
Research and clinical interests: Systemic, whole-person interventions responsive to individual and contextual needs to support psychosocial, academic, and other developmental outcomes among youth in poverty; Intersections of religion/spirituality and well-being; Pediatric neuropsychology
Teaching: General and Abnormal Psychology; Lifespan Developmental Clinical Psychology

Terri L. Weaver, Ph.D. (Virginia Polytechnic Institute and State University)
Professor of Psychology
Research and clinical interests: Post-traumatic stress disorder (PTSD); psychological and physical sequelae of traumatic events, especially family violence and sexual assault; psychological impact of violence-related injury; treatment outcome research; mental health treatment with war-exposed refugee populations.
Teaching: Psychopathology; Clinical Vertical Team; Research Vertical Team

Jeremiah Weinstock, Ph.D., ABPP (University of Memphis)
Professor of Psychology
Administrative responsibilities: Chair, Department of Psychology; Coordinator, Written Preliminary Examinations
Research and clinical interests: Characterization, assessment, and treatment of substance-related and addictive disorders, including gambling disorder, interventions for addictions including motivational interviewing, contingency management, and cognitive behavior therapy; exercise as an intervention for substance use disorders, and health behavior change.
Teaching: Addictions: Assessment and Intervention; Research Vertical Team; Clinical Vertical Team; Clinical Health Psychology; Cognitive Behavioral Interventions

2. Additional Clinical Faculty

Full and part-time, non-tenure-track clinical faculty contribute to the clinical psychology program through teaching, research, supervision, and/or administration. For the current academic year, these additional clinical faculty include:

Chammie Austin, Ph.D. (University of Kentucky)
Adjunct Instructor and Clinical Vertical Team Supervisor

Jeffrey Benware, Ph.D. (University of Houston)
Clinical Vertical Team Supervisor

Taylor Montgomery-Bridges, Ph.D. (Saint Louis University)
PSC Practicum Supervisor

Angela Capps, Ph.D. (Saint Louis University)
Clinical Vertical Team Supervisor

Phyllis Terry Friedman, Ph.D. (California School of Professional Psychology)
Emeritus Professor of Psychology

Honore Hughes, Ph.D. (University of South Carolina)
Emeritus Professor of Psychology

Christi Moore, Ph.D. (Howard University)
Clinical Vertical Team Supervisor

Jordana Riebel, Ph.D. (Saint Louis University)
Integrated Behavioral Health Placement Supervisor

3. Affiliated Faculty

Full-time, tenured/tenure track faculty in the Department of Psychology contribute significantly to the clinical program through mentoring and committee membership for theses and dissertations, teaching, and serving on masters and doctoral oral examination committees. The following members of the Department of Psychology hold Graduate Faculty appointments and provide contributions to the clinical program:

Tony Buchanan, Ph.D. (University of Oklahoma)
Professor, Cognition and Neuroscience
Research interests: Cognitive neuroscience of stress; cognitive, psychophysiological, and neuroimaging studies of stress and the effects of stress on memory processes.

Xiaowen Chen, Ph.D. (Florida Institute of Technology)
Assistant Professor
Research interests: Machine learning; personnel selection; assessment instrument development and validation; cross-cultural management

Eddie M. Clark, Ph.D. (Ohio State University)
Professor, Social Psychology
Research Interests: Close relationships (relationship satisfaction and commitment); health psychology (social psychological aspects of weight control and smoking); attitudes and persuasion (health-related communications and the effects of advertising on attitudes).

Richard D. Harvey, Ph.D. (University of Kansas)
Associate Professor, Social and Industrial Organizational Psychology
Research Interests: Psychology of the stigmatized; self-enhancement/protection; attitude expression and measurement; intergroup relations; organizational attitudes; personnel selection; performance appraisal; organizational change and development.

Brenda Kirchhoff, Ph.D. (Boston University)
Associate Professor, Cognitive Neuroscience Psychology
Research Interests: Cognitive neuroscience of memory; functional and structural neuroimaging; aging; diabetes.

Janet E. Kuebli, Ph.D. (Emory University)
Associate Professor, Developmental Psychology

Research Interests: Social/emotional development; development of self understanding; role of family discourse processes in socialization; psychology of gender.

Donna LaVoie, Ph.D. (Claremont Graduate School)
Professor, Cognitive Neuroscience Psychology
Dean, College of Arts and Sciences
Research Interests: Memory and cognition; memory function in healthy older adults; knowledge loss in Alzheimer's disease.

Katherine Luking, Ph.D. (Washington University in St. Louis)
Associate Professor, Cognitive Neuroscience Psychology
Research Interests: Neurodevelopment and psychopathology in middle childhood and early adolescence; affective and cognitive processes; early puberty

Kimberly K. Powlishta (Stanford University)
Associate Professor, Developmental Psychology
Research Interests: Children's social-cognitive development; stereotyping and intergroup relations, gender role development, and gender segregation; adult development, aging, and Alzheimer's disease.

Edward Sabin, Ph.D. (Saint Louis University)
Associate Professor, Industrial Organizational Psychology
Research Interests: Organizational planning, change and development; psychology of language and communication; human factors in aviation; interdisciplinary approaches to the humanities, social sciences and technologies.

Bryan Sokol, Ph.D. (University of British Columbia)
Associate Professor, Developmental Psychology
Research Interests: Social understanding and developing theories of mind in middle childhood; moral psychology and empathy; social-emotional leaning programs; adolescent identity development; self and culture; history and systems of psychology.

Jill D. Waring, Ph.D. (Boston College)
Associate Professor of Psychology
Research interests: Behavioral and neuroimaging studies of cognitive and affective Neuroscience, with relationship to aging and wellbeing.

Ruth H. Warner, Ph.D. (University of Kansas)
Associate Professor, Social Psychology
Research Interests: Social justice and psychological well-being; history of victimization; intergroup relations; social identity; prejudice and stereotyping.

Lisa Willoughby, Ph.D. (Saint Louis University)
Associate Professor, Cognition and Neuroscience
Research Interests: Normal and abnormal cognitive function; psychopharmacology, and

health outcomes in older adults.

4. Clinical Psychology Program Support Staff

Office Manager, PSC and Clinical Psychology Program—Amanda Moore
Morrissey Hall Financial Administration Team—Beth Masters & Jennifer Yantis
Morrissey Hall Administrative Team, Department of Psychology—Carmen Roskos & Bobbie Penrod

B. Training Facilities

1. Psychological Services Center (PSC)

The Psychological Services Center of Saint Louis University serves as an on-campus site for supervised experience and training in the delivery of a full range of psychological services (i.e., assessment, intervention, consultation). As a comprehensive, University-based training clinic, the PSC offers both direct and indirect psychological services to the Greater St. Louis metropolitan community. All services are provided by clinical psychology graduate students under the supervision of Missouri-licensed, clinical psychology faculty. Services include psychological assessment and intervention for individuals, couples, families, and groups, and are offered to children, adolescents, and adults representing a wide range of problems.

The PSC is located on the first floor of Morrissey Hall and includes 12 rooms for psychological therapy or assessment, a play therapy room equipped with toys, a workroom with computers and a laser printer, a student conference room, a waiting room, a business office, an office for the Office Manager, an office for the PSC Assistant Director, and a storage room with client files and testing materials. All therapy rooms are equipped with web cams. The Psychological Services Center functions in conjunction with Clinical Vertical Team (CVT). Students receive individual and group supervision for their psychological assessment, intervention, and consultation training cases in the PSC through Clinical Vertical Team.

Beginning in the first year of entrance in the clinical program, students are assigned to a Clinical Vertical Team under the supervision of a clinical faculty member. CVTs typically consist of five students representing various levels of training (e.g., 1st year, 2nd year, 3rd year, 4th year, 5th year). CVTs remain intact for three consecutive semesters (fall, spring, summer), after which students rotate to another CVT for their next year. Students typically are exposed to four different CVT supervisors during the course of their training.

Clinical Vertical Team serves as a primary structure for the integration of both the science and practice of clinical psychology. It affords students the opportunity to recognize and understand the role of individual and cultural diversity and its integration with self-awareness in the context of developing profession-wide competencies. It serves a curricular function in providing a mechanism for the transmission of theoretical and empirical information related to clients seen through the Psychological Services Center.

Additionally, CVT provides students with a unique opportunity for integration of their academic coursework and clinical experience. Under the mentoring of a clinical supervisor, students gradually assume increased clinical responsibilities and roles, from intakes to the administration and scoring of psychological tests to conducting full psychological assessments to psychotherapy and, if desired, to consultation and community-based activities. Clinical Vertical Teams also allow students to encounter ethical and professional issues on an ongoing basis, facilitating the integration of coursework with clinical experience.

2. Clerkships/External Placements

Opportunities for additional training and experience in clinical practice, research, and teaching are available through graduate assistantships and clerkships either within the university or at external placements in the community. These assistantships and clerkships provide financial support for students, as well as opportunities for supervised teaching, research, and clinical experience in diverse and integrated care settings. Graduate assistantships are funded positions which typically include a stipend, tuition scholarship, and health insurance benefits, and are provided to the Department of Psychology by the College of Arts and Sciences Graduate Education. External placements or clerkships are typically associated with contracts and grants obtained by the Psychological Services Center. Clinical students must obtain approval from their advisor and the Director of the Clinical Program for any placements or jobs (either paid or unpaid) related to psychology. In accordance with the guidelines established by the Office of Graduate Education, no clinical student is allowed to work more than 20 hours per week without special approval by the DCT and dean's office prior to committing to more than 20 hours per week.

Teaching. Graduate teaching assistantships provide students with an opportunity to work under the supervision of a faculty member involved in teaching at the undergraduate or graduate level. Graduate teaching assistants in the Department of Psychology often work with undergraduate General Psychology discussion groups, assist with undergraduate Statistics labs, and assist faculty in the preparation, administration, and pedagogy of classes. Advanced clinical graduate students may obtain teaching experience by serving as the assistant for one of the graduate Assessment, Psychopathology, or Clinical Intervention practica.

Research. Students often obtain experience and training in research by serving as a research assistant for a faculty member within the Department of Psychology. Graduate research assistantships provide students with the opportunity to work with a faculty member on literature reviews, data collection, data analyses, and manuscript preparation. Students have conducted research studies in conjunction with placements at institutions such as Mercy Medical Center, Employment Connection, the St. Louis VA Medical Center, Family Care Health Center, Saint Louis Department of Neurology and Psychiatry.

Clinical. There are a number of opportunities for students to obtain supervised clinical experience through various contracts arranged by the Psychological Services Center. Clerkships in external agencies and facilities provide students with supervised experience

and training in assessment, psychotherapy, and consultation in diverse and integrated care settings. Over the past several years, clinical students have been engaged in such psychological services as neuropsychological assessment for children and adults, the provision of therapy for under-served populations, therapeutic services for child and families in pediatric hospital settings, therapy for college students, therapeutic oncology services, and the assessment of police officers. Additional information on the external clinical training activities of the clinical students is available each year in the *Annual Report of the Psychological Services Center.*

C. Student Financial Support

At Saint Louis University, graduate tuition is $1,400 per credit hour for the 2026-27 academic year; consequently, the full tuition costs for completion of a Ph.D. in clinical psychology at Saint Louis University are approximately $126,000. It is noted that students are typically provided financial support throughout their graduate education and training through research and teaching assistantships, external placements, and grants. For the 2026-2027 academic year, each entering student will receive a minimum of 18 hours of tuition scholarship (valued at approximately $25,200) plus a minimum stipend of $22,500 during their first year. It is anticipated (but not guaranteed) that each of these students subsequently will receive a minimum of 12 hours of tuition scholarship (valued at approximately $16,800) and a minimum stipend of $11,250 during their second year in the program. Beginning in the second year, students typically obtain paid training and experience through external placements and grants to supplement their income.

Various sources exist to provide financial support to students in the clinical psychology program. The Office of Graduate Education and the Office of Financial Aid can provide valuable information and assistance for financing graduate education. Listed below are some of the various types of financial support for clinical psychology graduate students that have been available over the past several years. It is noted that the amounts, availability, terms, and conditions of any type of financial support are likely to change during matriculation through the clinical program. Students are encouraged to frequently speak with their advisors, the Director of the Clinical Psychology Program, the Director of the Psychological Services Center, and fellow students concerning the various funding opportunities, as well as obtain current information from various university resources (e.g., Office of Graduate Education, Office of Financial Aid., etc.).

There are various types of financial support available to students in the clinical psychology program. Fellowships and assistantships are available through the Graduate School. A limited number of Presidential and Diversity Fellowships ($31,500 stipend, 18 hours tuition scholarship during the regular academic year and 3 hours tuition scholarship during the summer, health benefits) have been available over the past several years. These fellowships are highly competitive across all programs and schools at Saint Louis University.

Several types of assistantships are available to the Department of Psychology by the College of Arts and Sciences. Graduate Research Assistantships (RA) are 11-month appointments and provide a stipend of $27,500, 21 hours of tuition scholarship, and health benefits. Graduate Teaching Assistantships (GTAs) are 9 month appointments and provide a stipend of $25,000 and 18 hours of tuition scholarship for 9 months. Both the RAs and GTAs allow students to obtain

valuable research, teaching, and clinical experience working up to 20 hours per week with a faculty member. Half Graduate Assistantships are also available and students work 10 hours per week and receive a stipend of $11,250 and 12 hours of tuition scholarship over 9 months. The clinical program also typically receives over forty tuition scholarship hours each academic year.

Normally, the maximum number of years that a graduate student may hold an assistantship is two years while pursuing a Master's degree and five years in a Doctoral program. In the case of a student pursuing the Master's and Doctoral degree in the same major field, eligibility for funding is also normally limited to five years. A third year of funding for the Master's (thesis option only) or a sixth year for the PhD is possible provided funding through the department in question is available and the following criteria are met: 1) the student has advanced to Master's or Doctoral candidacy with an approved thesis or dissertation prospectus, and 2) the student's advisor, the graduate program director and the chair of the department have all recommended the third or sixth year. The appeal should be made during the spring semester of the second year of funding for the Master's or the fifth year for the Ph.D. to the Associate Dean for Graduate Affairs. Funding is also available to students through various grants and contracts obtained through the Psychological Services Center. Clinical students have obtained funded positions at the St. Louis College of Pharmacy providing clinical and counseling services. Students may also be paid for assessments conducted by various agencies through the Psychological Services Center.

Additional positions are available throughout the community and typically pay approximately $16 – 30 per hour. The student must obtain written approval from their advisor and the Director of the Clinical Psychology Program for any external employment or placement.

The Dorothy Orthwein Bates Research Award is available through the generosity of the family of a clinical psychology graduate, Dr. Ellen Bates Scott. This scholarship is given annually to every clinical student at Saint Louis University upon successful completion of the doctoral oral examination (i.e., dissertation proposal). The scholarship is designed to facilitate students' dissertation research and averages about $1,000.

Clinical psychology graduate students may obtain a limited amount of financial support for equipment, supplies, travel, registration fees, etc. related to research or clinical training through the Clinical Student Development Fund. Similarly, students may obtain reimbursement for selected professional development through the Department of Psychology Severin Fund.

Students experiencing unforeseen financial crises are encouraged to explore SLU Emergency Funding resources including short-term loans (e.g., USX Graduate Emergency Loan) as well as scholarships (e.g., Students Helping Students). The A-DCT and DCT are available to support navigating requests for these funds.

VII. QUALITY ASSURANCE and OUTCOMES ASSESSMENT

In support of its commitment to excellence, the clinical psychology program engages in regular, systematic, evaluative assessment of the program's attainment of its education and training

goals.

A. Evaluation of the Program Mission, Goals, Objectives and Processes

Program evaluation and quality assurance is facilitated by the accreditation process of the American Psychological Association (APA). An annual report, as well as a seven-year, comprehensive self-study report and site visit by the American Psychological Association serve as primary mechanisms for external evaluation. The clinical psychology program at Saint Louis University was first accredited by APA in 1965 and has maintained full accreditation since that time. The clinical program received its most recent accreditation site visit in the Summer of 2021 and was accredited for 10 years with the next site visit in 2031.

Additionally, the Department of Psychology, including the three graduate programs (clinical, experimental, industrial-organizational) and the undergraduate program, provides an annual report to the College of Arts and Sciences each year. The university administration also periodically conducts a more comprehensive review of the department and its programs. This review process includes a Departmental self-study and review by a committee of external evaluators.

The clinical faculty conduct an annual review of the program's mission, goals, objectives, processes, and outcomes. Each summer the clinical faculty engages in a two-half-day or one full-day retreat for program evaluation and development. Additionally, monthly clinical faculty meetings serve as an arena for identification and discussion of issues related to the clinical program, as well as serving as an essential means for communication among the clinical faculty.

Monthly student meetings provide an opportunity for students to discuss issues related to the program, and student input to clinical faculty decision-making is provided through a student representative who attends clinical faculty meetings. Monthly open forums provide an opportunity for students to meet with the Director of the Clinical Program and other interested faculty to identify, discuss, and resolve any existing or potential issues which pertain to the clinical program. Periodic student surveys are conducted to increase opportunities for feedback.

The department Executive Committee consists of the Department Chairperson, Director of the Clinical Graduate Program, Associate Director of Clinical Training, Director of the Experimental Graduate Program, Director of the Industrial-Organizational Graduate Program, Director of the Neuroscience Undergraduate Program, and Director of the Undergraduate Program. This committee functions to facilitate program development in the context of the department as a whole.

Various mechanisms and measures are utilized for program evaluation and development. Student performance in academic coursework provides feedback regarding the acquisition of essential theoretical, scientific, and conceptual knowledge. Evaluation of students' performance on Clinical and Research Vertical Teams provides evaluative information regarding the adequacy of instruction and preparation for clinical practice and research. Various written and oral examinations (e.g., master's orals, written prelims, oral prelims, dissertation defense) serve as indicators of students' abilities to integrate knowledge essential for both the science and practice of clinical psychology. Student research competencies are reflected in successful completion,

presentation, and publication of theses and dissertations. Student acceptance to and performance in APA-accredited internships and postdoctoral fellowships serve as indicators of the implementation of our scientist-practitioner model of clinical training. Evaluation of students' clinical, research, and teaching activities in various external placements provides important information regarding the adequacy of training. Additionally, semi-annual clinical student evaluations provide an opportunity for clinical faculty to review the program's effectiveness in achieving its goals and objectives on an individual student basis. Initial employment of students who have graduated from the clinical program is monitored as part of the annual report for APA accreditation. Alumni from the clinical program are surveyed regarding their perceptions and satisfaction with their education and training in the clinical program as well as their subsequent professional involvement.

B. Evaluation of Clinical Faculty

A critical component in ensuring the quality of education and training of clinical psychologists is the systematic evaluation of clinical faculty. All academic courses taught, as well as all Clinical and Research Vertical Teams conducted by clinical faculty, are evaluated by students each semester. *End of term student feedback is to be completed by all students, no later than the last day of class for that semester.* The clinical program uses online evaluations in which faculty send out a course evaluation link to their students. Students complete the evaluations anonymously, and the results are given to each faculty member at the conclusion of the semester.

Clinical faculty are also evaluated on an annual basis by the Chair of the Department of Psychology in accordance with the policies and procedures outlined in the SLU Faculty Manual. Clinical faculty are evaluated in terms of their contributions to the university's mission through teaching, clinical supervision, research, and service. Additionally, clinical faculty undergo extensive internal and external evaluations as part of the tenure and promotion process.

C. Review of Students' Professional Development

Traditional Method of Evaluation. The clinical psychology program engages in regular, ongoing, and systematic reviews of each student to assess the degree to which they have achieved the education and training goals and objectives of the clinical psychology program. Grades for academic coursework, Clinical Vertical Team, Research Vertical Team, and Thesis and Dissertation credit hours serve as one type of indicator of a student's mastery of the education and training objectives. However, student progress is also reviewed within the clinical program through such processes as the thesis, master's oral examination, written preliminary examination, oral preliminary examination, clinical internship, dissertation, and dissertation oral defense. Relevant to progression through the program is student conduct. The clinical psychology program follows the APA Ethical Principles of Psychologists and Code of Conduct as well as the policies and procedures of the Saint Louis University as specified in Graduate Education Catalog and College of Arts and Sciences.

The professional development of each student in residence is reviewed by the clinical faculty once a year, typically at the end of the spring semester. This comprehensive review provides

feedback to the student of their performance and progress in all aspects of the clinical program, including academic coursework, practica, Clinical Vertical Team, Research Vertical Team, clerkships, assistantships, thesis, master's oral examination, written preliminary examination, oral preliminary examination, readiness for clinical internship, dissertation and personal adjustment for the role of a clinical psychologist. Student attendance during this meeting is optional but allowed to increase collaboration with the student, such that the student's training needs and professional development will be fostered using a collaborative and solution-focused approach.

To facilitate the review process, students are required to submit a current copy of their vita, a summary of their current total number of APPIC hours of intervention, assessment, supervision, and support as well as a completed *Student Activity Report* to the Director of the Clinical Program and to their advisor prior to each student evaluation meeting. Performance reviews from all supervisors, including those from clerkships and external placements, are also required. During this meeting, clinical faculty will share information about each student's progress and professional development, including strengths, areas for further professional development, and any areas of concern or problems that may be limiting the student's professional development. A student may provide additional information either in writing or in person at the Student Professional Development review meeting with the faculty.

Similarly, the clinical faculty may request additional information from the student either in written format or by attendance at a portion of the student performance review meeting.

Based on this evaluation of the student, one of the following recommendations will be made:

Satisfactory Progress: The student is making satisfactory progress in all aspects of the clinical program and is encouraged to continue their professional development in the program;

Area of concern: The student has met the minimal level of competency in a specified area but there are concerns that the competency is just at a minimal level and could rise to the level of a problem (i.e., not meeting the minimal level of competency) if not addressed and improved. This category is designed to raise awareness for both the student and the faculty of an area to which needs monitoring, attention, and improvement.

Problem identification: The student is notified of not having met the minimal level of competency in a specified area. The identified problem area must be improved to meet the minimal level of competency within a specified period of time (usually the next Student Development meeting unless the problem is related to client care and well-being in which case we may require greater monitoring and more immediate resolution of the problem). Students receiving notice of problem identification must develop a remediation plan in conjunction with the clinical faculty.

Probation: The student is placed on probation in the clinical program if previously identified problems have not been remediated to the minimal level of competency within the specified time frame OR if the problem is so significant in nature and/or severity (e.g.,

ethical problem, client care and well-being compromised) that probation is warranted. Probation is for a specified time period and conditions for removal of probationary status are stated in writing. Students receiving notice of probation must develop a remediation plan in conjunction with the clinical faculty.

Suspension: The student is suspended from the clinical program or from specific aspects (e.g., clinical work, external placement) of the program if the identified problem(s) is of such nature and/or severity (e.g., ethical problem, client care and well-being compromised) or magnitude that limiting or curtailing all or some aspects of the clinical program is warranted. Suspension is for a specified period of time and conditions for removal of suspension status are stated in writing. Students receiving notice of probation must develop a remediation plan in conjunction with the clinical faculty.

Dismissal: The student is dismissed from the clinical program due to the failure to remediate one or more identified problems and thus does not meet one or more minimal required levels of competency. The student may also be dismissed due to the presence of a problem that it is significant in nature and/or severity (e.g., ethical misconduct, academic dishonesty).

Following the clinical faculty's review of the student's professional development, the student's academic advisor will meet with the student to present the feedback both verbally and in writing. Students receive feedback about their overall professional development and progress, including areas of strength, areas for further professional development, areas of concern, problem areas, as well as suggestions and recommendations for continued professional development. The program maintains records of each student's materials.

This meeting also provides an opportunity for students to discuss any concerns or disagreements regarding feedback. If the student does not agree with the feedback or wishes to provide additional information for consideration by the clinical faculty, the student may request a meeting with the clinical faculty by contacting the Director of the Clinical Program within **two weeks** from the date the student was presented feedback from their advisor. The student will have a full and fair opportunity to present any information verbally or in writing to the clinical faculty at the meeting regarding their education, training, and performance in the clinical program. The student may bring a representative (who is not an attorney) to the meeting; the representative may address the clinical faculty only at the discretion of the Director of the Clinical Program in consultation with the clinical faculty. Following such meeting, the clinical faculty will reconsider the student's professional development review and provide additional feedback to the student. The student may appeal to the actions and decisions of the clinical faculty by following the procedures specified by the College of Arts and Sciences regarding academic appeals: https://www.slu.edu/arts-and-sciences/pdfs/graduate-academic-cppeals-process.pdf.

D. Procedures for Academic Appeals

If still dissatisfied, the student may follow the grievance procedure outlined by the Office of the Provost: https://www.slu.edu/provost/student-complaints.php

E. Program Contact and Records Retention

As part of the program's commitment to quality assurance and outcomes measurement, the clinical program retains copies of each student's application materials and materials germane to progression through the program, including grades, materials submitted to the student development meeting, materials stemming from the student development meeting, information related to internship completion, and annual reporting. Materials are considered confidential, but certain information may need to be disclosed per APA, APPIC, or other policies. For example, APPIC requires us to report if a student has been placed on probation or broken an APPIC match agreement. Faculty may also refer to materials when asked to provide references or letters of recommendation for students. Any questions or concerns regarding these matters should be directed to the Director of Clinical Training.

VIII. PROGRAM GOVERNANCE

The clinical psychology program uses a participatory, democratic model of governance for decision-making to achieve its goals and objectives. This model is based on fundamental principles which apply to all constituents of the clinical program (faculty, students, and staff). These fundamental principles of governance for the clinical program include: 1) equality of members; 2) freedom of discussion; 3) majority rule; and 4) rights of the minority. Each member of the clinical faculty (or student group) has the same rights, privileges, and duties as any other member of that group. They have the right to present an idea for consideration, to discuss and recommend its adoption, and to have it critically examined by the group before a decision is made. Each member has the right to expect respectful and courteous treatment from others and a duty to extend this courtesy to others. Each person's vote caries the same weight as that of any other member, and each person has the right to refrain or abstain from discussion or voting if they wish. Additionally, each clinical faculty member (or clinical student) has the right to be heard and to hear what others have to say about an idea, proposition, or motion before making a decision. Each member has the right to information which may be helpful to the decision-making process. Information is to be shared equally and all members are entitled to the same information. Although the clinical program strives for (and frequently achieves) consensus, we also rely on majority rule when consensus cannot be reached. Issues and conflicts are resolved by agreeing to accept a decision, solution, or recommendation which has been approved by a majority of the clinical faculty (clinical students). It assumes that those in the minority agree to accept the decision of the majority.

During any decision-making process, everyone has the right to be heard, to oppose what appears to be a majority position, and to try to persuade others to accept a different point of view. Members who express an opinion different from the majority or who vote in opposition to the majority cannot be discriminated against because of their opinion or votes. However, opinions should be expressed in a courteous, respectful, and professional manner.

The clinical program values efficient, practical, and effective decision-making processes. Procedures for decision-making are determined by the group and can be modified or changed if the group desires. Overall, we strive for simple, informal procedures to enhance our decision-

making abilities while protecting our fundamental principles of governance.

The governance and leadership of the clinical psychology program is shared equally among each member of the core clinical faculty. Each core clinical faculty member has the right and the responsibility to contribute to the development, implementation, and evaluation of the clinical program to ensure that the program's mission, goals, and objectives are achieved. The core clinical faculty meet monthly during the fall, spring, and summer semesters to administer the clinical psychology program. Additionally, the clinical faculty conduct an annual retreat to review the mission, goals, objectives, outcomes, policies, and procedures of the clinical program. Clinical faculty development meetings are held periodically to enhance collaboration among the clinical faculty. Monthly student meetings provide an opportunity for students to discuss issues related to the program, and student input to clinical faculty decision-making is provided through a student representative who attends clinical faculty meetings. Monthly open forums provide an opportunity for students to meet with the Director of the Clinical Program, Associate Director of Clinical Training, Director of the PSC and other interested faculty to identify, discuss, and resolve any existing or potential issues that pertain to the clinical program. The department Executive Committee consists of the Department Chairperson, Director of the Clinical Graduate Program, Director of the Experimental Graduate Program, Director of the Industrial-Organizational Graduate Program, Director of the Neuroscience Undergraduate Program, and Director of the Undergraduate Program. This committee facilitates program development in the context of the department as a whole. Finally, the faculty of the entire department of psychology regularly meets each semester.

IX. ADMISSIONS

The clinical psychology program usually receives over 150 applications for admission each year. Typically, four to eight new students are admitted at the beginning of each fall semester. Selection is based on faculty review of application materials, including academic transcripts, research and clinical experience, personal essay, diversity statement, 3 letters of recommendation, and an invited interview. A typical entering group of students will have an average undergraduate GPA of 3.8 (on a 4.0 scale). Of note, the GRE has not been required or considered in admissions decisions since admissions cycle 2020 due to the COVID-19 pandemic.

Admitted students typically have relevant clinical and research experience. Most students enter the program with a bachelor's degree and complete both the Masters of Science (Research) degree and the Doctor of Philosophy degree in the clinical program. The clinical psychology program does not offer a terminal master's degree. Students who have obtained an approved master's degree in psychology prior to matriculation may be admitted directly to the Ph.D. program upon recommendation and approval of the clinical faculty. Additional information is available on our website under "Student Admission, Outcomes, and Other Data" which provides disclosure of outcomes and information allowing for informed decision-making to prospective doctoral students (https://www.slu.edu/department-of-psychology-home/graduate-studies/clinical-psychology/student-admissions-outcomes-and-other-data).

As part of a Catholic, Jesuit University located in the Midtown area of the City of St. Louis, the clinical program is committed to serving the community through the education and training of

clinical psychologists from underrepresented backgrounds. Applications from minorities and those interested in psychological research and practice with culturally diverse and underserved populations are encouraged.

The application deadline for admission to the clinical psychology program initiating in the Fall semester of an academic year is December 1. Additional information regarding admissions requirements and application materials are available through the Office of Graduate Education, Saint Louis University, 221 N. Grand Boulevard, St. Louis, Missouri 63103 and through the University's website at www.slu.edu.

X. PROFESSION-WIDE COMPETENCIES

The Profession Wide Competencies map onto the Implementing Regulations set forth by the APA Commission on Accreditation. As such, they reflect a developmental progression of achievement in these competencies as students matriculate through the program. Operational definitions of each competency area have been developed for each year level and forms have been developed that reflect the attainment of these competencies in the areas of clinical (i.e., Clinical Vertical Team and External Clinical Practicums) and research (i.e., Research Vertical Team) performance. An overall form (Advisor), completed by each student's mentor, reflects the formative input from faculty in both of these areas. All forms are available on the shared drive. Presented below is the final year 4 overall evaluation form.

STUDENT PROFESSIONAL DEVELOPMENT:
PROFESSION WIDE COMPETENCIES EVALUATION

***Student*:** ***Date*:**
***Supervisor/Advisor*:**

(Please Select One Choice)

I. Research: *Trainees are expected to:*
Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Conduct research or other scholarly activities.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

II. Ethical and legal standards: *Trainees are expected to:*
Be knowledgeable of and act in accordance with each of the following:

- the current version of the APA Ethical Principles of Psychologists and Code of Conduct
- relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
- relevant professional standards and guidelines.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Conduct themselves in an ethical manner in the provision of psychological services.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Conduct themselves in an ethical manner in the conduct of research.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

III. Individual and cultural diversity: *Trainees are expected to demonstrate:*

Express an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

IV. Professional values and attitudes: *Trainees are expected to:*
Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Actively seek and demonstrate openness and responsiveness to feedback and supervision.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Complete work in a timely manner

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Attend classes, supervision, seminars and research meetings as required

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

V. Communication and interpersonal skills: *Trainees are expected to:*
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

VI. Assessment: *Trainees are expected to demonstrate the following competencies:*
Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Demonstrate the ability to conduct several measures of cognitive, achievement and personality tests and other measures relevant to the referral question(s).

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

VII. Intervention: *Trainees are expected to demonstrate the ability to:*
Establish and maintain effective relationships with the recipients of psychological services.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Identify the evidence base for a selected intervention.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Generate a sophisticated and comprehensive case conceptualization to explain client's presenting problem(s).

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Incorporate supervisor's feedback in conceptualization and interventions with client.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Develop evidence-based intervention plans specific to the service delivery goals.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Demonstrate the ability to apply the relevant research literature to clinical decision making.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

VIII. Supervision: *Trainees are expected to:*
Demonstrate knowledge of supervision models and practices.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

Effectively mentor a junior student in conducting a psychological evaluation.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

IX. Consultation and interprofessional/interdisciplinary skills: *Trainees are expected to:*
Demonstrate knowledge and respect for the roles and perspectives of other professions.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Meets Expectations** ☐ **Exceeds Expectations** ☐ **NA/Can't Rate**

X. Narrative Summary

Strengths

Areas of Growth

_____ _____

Advisor Signature **Student Signature**