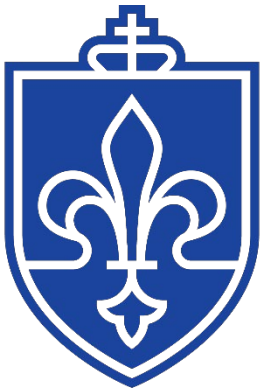
Clinical Psychology Doctoral Program
Department of Psychology
Saint Louis University



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STUDENT MANUAL
2026-2027

Department of Psychology
Saint Louis University
2026-2027

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Clinical Psychology Program
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STUDENT MANUAL 2026-2027

This student manual is designed to help you progress through the clinical psychology graduate program. In addition to this manual, you should carefully read the *Handbook of the Clinical Psychology Program* and the *SLU Graduate Education Catalog* at slu.edu for important information regarding graduate education and the clinical program's mission, goals, objectives, processes, and requirements.

I. Advising

Each student must have an advisor who is a full-time clinical faculty member. When a student first enters the clinical program, the Director of the Clinical Program is assigned as the student's initial advisor. Once the student selects a clinical faculty member to serve as chair of the student's master's thesis or doctoral dissertation, the faculty member assumes the role of advisor. If the student's thesis or dissertation chair is not a full-time clinical faculty member, the student must select a full-time clinical faculty member who will assume the role of advisor.

The academic advisor assists the student in developing a curriculum plan that meets the program requirements and the student's training interests and needs. The advisor provides guidance and assistance for students in their selection of coursework, clerkships, external placements, and clinical internship consistent with the students' long-term goals. The advisor provides guidance and feedback regarding professional development on an on-going basis; the advisor also takes notes during the annual student development meeting and provides both verbal and written development feedback to the student.

II. The First Year

Incoming graduate students are expected to register for classes for Fall Semester before orientation. Instructions for registration including a how-to video will be shared, and the Director and/or the Associate Director of the Clinical Program are also available for assistance as needed. Incoming graduate students are also expected to attend the department and clinical program orientation typically held the Tuesday before the first week of classes for Fall Semester. Incoming clinical students who receive a graduate assistantship are also required to attend an orientation sponsored by the offices of SLU Graduate Education (typically held on the Wednesday before the first week of classes).

Students entering the program with an approved master's degree will work with their advisor(s) and with the Director of the Clinical Program on transfer of credits and establishing a curriculum plan. Written approval from the student's advisor and the Director of the Clinical Program is needed for any course taken as part of a previous master's degree program to meet any clinical

program requirement. The student is responsible for providing any information (e.g., course syllabi, course description) to assist the advisor and Director in determining the acceptability of previous coursework. Final approval of all graduate transfer credits must be obtained from the Associate Dean for Graduate Affairs in the College of Arts and Sciences. Forms for transfer of credits are available through the Office of Graduate Education website and the masters and doctoral candidacy advisors.

The typical first year courses for students entering without an approved master's degree are as follows:

First Year, Fall Semester

PSY 5030-01	Clinical Assessment I	3 credit hours
PSY 5800-01	Clinical Assessment Practicum I	0 credit hours
PSY 5520-01	Psychopathology I	3 credit hours
PSY 5880-01	Psychopathology Practicum	0 credit hours
PSY 5080-01	Advanced Quantitative Research Methods	3 credit hours
PSY-5790-01	Applied Univariate Statistics	3 credit hours
PSY-5810-*	Clinical Practicum I (Clinical Vertical Team)	0 credit hours
PSY-5860-*	Clinical Research I (Research Vertical Team)	0 credit hours
PSY-5894-01	Clerkship: Academic Psychology	0 credit hours

First Year, Spring Semester

PSY 5040-01	Clinical Assessment II	3 credit hours
PSY 5830-01	Clinical Assessment Practicum II	0 credit hours
PSY 5610-01	Clinical Interventions	3 credit hours
PSY 6880-01	Clinical Interventions Practicum	0 credit hours
PSY 6500-01	Applied Multivariable and Multivariate Statistics	3 credit hours
PSY 5810-*	Clinical Practicum I (Clinical Vertical Team)	0 credit hours
PSY 5860-*	Clinical Research I (Research Vertical Team)	0 credit hours
PSY-5894-01	Clerkship: Academic Psychology	0 credit hours

First Year, Summer Semester

PSY 5810-*	Clinical Practicum I (Clinical Vertical Team)	3 credit hours
PSY 5860-*	Clinical Research I (Research Vertical Team)	0 credit hours
PSY 5890-**	Clerkship	0 credit hours
PSY ***	Elective course	3 credit hours

* students register for the section number of a specific clinical faculty member (see section XIII).

** students register for the specific type of clerkship that best matches their placement

*** students in their first year are not allowed to take more than 6 credit hours (CVT + one academic course) during their first summer in the program without approval from the advisor and the Director of the Clinical Program.

First year students are also expected to attend the monthly First-Year Seminar. The seminar will be

held weekly on Wednesdays from 10-11 am. The purpose of the seminar is to orient first year students to the program requirements and expectations with a heavy emphasis on the requirements of the first and second year in the program. During the month of September, first year students will also participate in PSC Intake Training with Dr. Laura Burch on Wednesdays from 9-11 am.

A. Clinical Vertical Team during the First Year

Each incoming student is assigned to a Clinical Vertical Team (CVT). When registering for PSY 5810: Clinical Practicum, be sure to include the section number of your CVT supervisor (see Section XIII. Faculty Section Numbers).

B. Research Vertical Team during the First Year

Incoming students will learn about the various faculty and student research interests and projects during the first few weeks of their first semester. Specifically, during the First-Year Seminar, students will identify four research laboratories that overlap with their research interests, goals, and learning style. Students will contact the primary investigator for the research laboratories of interest and will schedule visits to their RVT. During the fall semester of the first year, students should register for zero credit hours of PSY 5810: Clinical Research I with the section number of the Director of Clinical Training (i.e., section 23); alternatively, they may register under the name of their mentor if already known. Once a student has selected a chair for their master's thesis, the student will join the faculty member's RVT. If the thesis chair is a nonclinical faculty member, the student should join and attend the RVT of a clinical faculty member who is a member of the thesis committee. Each student is to be on an RVT each semester in residence. Registration for RVT after the fall semester of the first year should be in the section of the clinical faculty member whose RVT the student attends (see section XIII).

C. The Master's Thesis Proposal

Each student must have an approved written thesis proposal by the end of the 8-week summer semester of their first year in the program. If a student does not have an approved thesis proposal by the above deadline, the student needs to request approval from the faculty for an extension. Students should note that faculty are typically unavailable from the last day of summer semester until the beginning of fall semester. Students get help with selecting a thesis topic through the faculty and student presentations during the first few weeks of the semester and by attending various RVTs. Students should also review the listing of research interests of the faculty in the department, as well as scheduling a face-to-face meeting with any faculty whose research appears interesting. By the end of fall semester, each student is expected to affiliate with a faculty member with whom they intend to develop a thesis proposal. This affiliation indicates that the student and faculty member agree that they are pursuing a thesis research topic. This affiliation does not restrict a student from changing to some other faculty member to serve as chair of the thesis during the first year.

D. Assistantships and Fellowships

Typically, each incoming student receives an assistantship or a fellowship which includes a stipend and tuition scholarship. Students on assistantships and fellowships are required to attend an orientation presented by the Office of Graduate Education which is typically held the Wednesday before the first week of classes for the fall semester. At this orientation, you will obtain important information to ensure that you receive your stipend and tuition scholarship. The specific responsibilities of your assistantship or fellowship are determined by the Department of Psychology. At the departmental orientation for graduate students (typically the first Tuesday before classes begin), you will receive your assistantship or fellowship assignment. You will be assigned to assist one or more faculty members in the department. As soon as you receive your assignment, you should contact the faculty member immediately either in person, by phone or by sending an email indicating telephone numbers where you can be reached.

III. Program Requirements

Students should consult the *Handbook of the Clinical Program* and the *Graduate Education Catalog* for specific information on the degree requirements and curriculum. In consultation with their advisor, clinical students should develop a curriculum plan that satisfies the program and degree requirements while meeting the student's particular professional interests. A brief summary of the program requirements are:

I.	Discipline Specific Knowledge	
	Biological-Affective aspects of behavior	3
	Cognitive aspects of behavior	3
	Social aspects of behavior	3
	Developmental aspects of behavior	3
	History and Systems of Psychology	3
	Statistics	6
	Research Methodology	6
II.	Profession Wide Competencies	
	Clinical Assessment I & II	6
	Psychopathology	3
	Human Diversity	3
	Clinical Interventions	3
	Ethics, Supervision, Consultation	3
III.	Research Credits	
	Research Vertical Team (each semester in residence)	0
	Thesis Research	6
	Dissertation Research	12
IV.	Clinical Practice Credits	
	Practicum in Clinical Assessment I & II	0
	Practicum in Psychopathology	0
	Practicum in Clinical Interventions	0

Clinical Vertical Team (each semester in residence; 0 credits Fall & Spring, 3 credits Summer)	12
Internship in Clinical Psychology	0
V. Electives	15

It is noted that students entering the program with a bachelor's degree have eight years to complete their degree from the time they enroll in the program. The eight years include the pre-doctoral internship. Students entering with a master's degree have five years to complete their degrees, including the pre-doctoral internship, from the time they enroll in the program.

IV. Clinical Vertical Team

Each student must be on a Clinical Vertical Team (CVT) each semester in residence. CVT assignments are typically made in July for the upcoming academic year, and a student remains on the same CVT for the fall, spring, and summer semesters, unless otherwise specified. Assignment to CVT is done by the clinical faculty. Consideration is given to several factors in developing clinical teams. Students should be sure to indicate the CVT supervisor's section number each time they register for CVT credits. The sequence of CVT registration is:

1st Year	PSY 5810: Clinical Practicum I (Fall, 0 credits; Spring, 0 credits; Summer, 3 credits)
2nd Year	PSY 5820: Clinical Practicum II (Fall, 0 credits; Spring, 0 credits; Summer, 3 credits)
3rd Year	PSY 6810: Clinical Practicum III (Fall, 0 credits; Spring, 0 credits; Summer, 3 credits)
4th Year	PSY 6820: Clinical Practicum IV (Fall, 0 credits; Spring, 0 credits; Summer, 3 credits)
5th Year+	PSY 6820: Clinical Practicum IV (Fall, 0 credits; Spring, 0 credits; Summer, 0 credits)

Students are expected to attend and participate regularly in Clinical Vertical Team, including one hour per week of individual supervision and two hours per week of team supervision. Each student beyond their first year is expected to devote 10-12 hours per week to clinical work as part of their Clinical Vertical Team activities. Such activities include direct client services (i.e., assessment and intervention), individual and group supervision (including transcripts, treatment plans, etc.), report writing, paperwork, phone calls related to clinical care, readings, etc.

Students in the first year are expected to spend 3-5 hours per week on clinically related activities as part of their Clinical Vertical Team, including attendance and participation in group supervision, conducting intakes, readings, etc.

Expected CVT caseloads for students are as follows. If you have any questions, please discuss these expectations with your CVT supervisor and/or the DCT:

Year Level	*Yearly # of Assessments*	*Yearly # of Therapy Sessions*
1	1-2	0
2	3-4	30
3	3-4	50
4	2-3	40

Assessments include any combination of focused/integrated assessments and comprehensive assessments as defined by the APPIC form for internship application. According to APPIC recommendations, students should aim to conduct at minimum 10 comprehensive assessments prior to applying for internship. The expectations for yearly assessments outlined above are based on this recommendation. Students and faculty may take into consideration the student's assessment experience outside of the PSC when setting yearly assessment expectations. Students already engaged in PSC assessments via a formal PSC clerkship meet the assessment requirement on CVT. However, students in collaboration with their CVT supervisor could elect to do additional assessments to complement their own training needs (e.g., based on their needing assessment hours, or wanting an assessment to align with supervisor area of expertise). Students should review their caseloads regularly with their CVT supervisor to ensure that expected caseloads are met. In consultation with the CVT supervisor and with written, informed consent of the client, all direct clinical services provided to clients should be recorded.

Students must complete all written clinical work (e.g., reports, treatment summaries, case notes, etc.) and close any case files (where appropriate) in a timely manner as outlined in the PSC manual and prior to the last day of fall, spring, and summer semester. All cases seen, even if only seen for an initial consultation, should have a written note in the file. Students are responsible for verifying with their CVT supervisor and the PSC Director that all appropriate clinical cases are closed, and paperwork is completed.

Failure to complete clinical documentation in a timely manner (including closing cases) will result in a grade of Incomplete and/or a reduced grade for CVT and the student may not register for further coursework (including CVT, thesis or dissertation hours or internship) until all written work is completed. Students are not eligible to begin internship and graduate until all written clinical work is complete and approved by the clinical supervisor and the PSC Director.

V. Research Vertical Team

Each student must be on a Research Vertical Team each semester in residence. Students attend the RVT of their thesis or dissertation chair; in the case of a nonclinical faculty chair, the student should attend an RVT of clinical faculty member who serves on the thesis or dissertation committee. Students should be sure to indicate the RVT supervisor's section number each time they register for RVT credits. RVT is always taken for zero credit hours. The sequence of RVT registration is:

1st Year	PSY 5860: Clinical Research I
2nd Year	PSY 5870: Clinical Research II
3rd Year	PSY 6860: Clinical Research III
4th Year +	PSY 6870: Clinical Research IV

VI. Master's of Science (Research) Degree

A. Thesis

The thesis committee consists of three members, at least two of whom are psychology faculty (clinical, experimental, or industrial/organizational).

The student must provide the committee members with a copy of the thesis proposal document (including all measures to be used) no later than **two weeks** before the date of the thesis proposal meeting. After obtaining approval by the thesis committee, the student must obtain approval from the university's Institutional Review Board (IRB) prior to beginning any activities involving participants (e.g., advertising, recruitment, data collection). Information and forms for obtaining IRB approval are on the Arch-IRB App accessible via My Apps. Students in the Psychology Department must obtain pre-approval of the IRB application before submitting it to the IRB. Directions are posted in the ***SLU Clinical Psychology Graduate Student Information Hub***.

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

In preparation for the defense, students should follow the procedures found on the Office of Graduate Education website (https://www.slu.edu/academics/graduate/current-students/forms-petition.php). 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. The Masters Oral Exam Request Form 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. The student should speak with their chairperson and the master's candidacy advisor to ensure that ballots for the master's oral examination are sent to the chairperson well in advance of the examination.

The completed thesis must conform to the SLU Graduate Education requirements for manuscript preparation which are posted on the Office of Graduate Education website. The student must obtain final approval of the thesis by the members of the thesis committee who indicate their approval on a ballot provided by the office of the Associate Dean for Graduate Affairs through the Master's Candidacy Advisor.

B. Master's Oral Examination

The master's oral examination occurs in conjunction with the defense of the master's thesis and thus all of the requirements for the defense of the master's thesis must have been met. The master's oral examination should be scheduled for one and a half hours in length; however, the exam is to last no less than sixty minutes or more than ninety minutes. During the oral examination, the student is expected to defend the thesis and will be examined over their knowledge of research methodology, statistics, and the foundations of clinical psychology (assessment, psychopathology, intervention, ethics and diversity) as they pertain to the thesis. Students are also evaluated in terms of their ability to integrate within each of the core clinical areas (assessment, psychopathology, intervention, ethics and diversity) as they pertain to the thesis which also serves as a diagnostic indicator of readiness for the written preliminary examination.

The master's oral examination committee consists of three members and is typically the same as the master's thesis committee. However, since the oral examination evaluates the clinical core, the committee must include at least two voting clinical faculty members. Consequently, if the thesis committee did not include two clinical faculty members, the oral examination committee should be expanded to meet this requirement. Successful completion of the master's thesis and oral examination results in conferral of the master's degree, with or without recommendation for advancement to doctoral candidacy. If the student fails the examination, they may repeat the exam only once, provided that the committee and the Associate Dean for Graduate Affairs approve a second examination.

C. Post-Master's Degree Project

Students entering the clinical psychology graduate degree with an approved master's degree which did not include a research-based thesis are required to complete a post-master's degree research project under the supervision of a fulltime faculty member in the Department of Psychology. The final written research project must be approved by the supervisor prior to the student taking the written preliminary examination.

VII. Doctor of Philosophy Degree

A. Written Preliminary Examination

Purpose: Each SLU doctoral program must administer a written degree examination consistent with the expectations of the academic discipline.

Eligibility: Students are eligible for the written preliminary exam any time after being advanced to candidacy for the Ph.D. After advancement to candidacy, students can take the written exam after completing or in the semester of completing the clinical core course requirements (Clinical Assessment, Psychopathology, Clinical Interventions, Ethics, and Diversity).

Content and Structure: 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.

1. 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.
2. The committee will provide feedback on the outline within three weeks.
3. Following receipt of feedback from all committee members, the student has three months to write and submit the written proposal.
4. 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.
5. Students have up to 6 weeks to submit their revised document and a letter to the committee detailing their responses to the requested revisions.
6. 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.

B. Doctoral Oral Examination

The doctoral oral preliminary examination may be taken any time after the written preliminary examination has been successfully completed and when at least 60 hours have been completed or are in the process of being completed in the current semester. Students are encouraged to take the oral preliminary examination as soon after the written prelims as possible in order to benefit from their studies in preparation for the written prelims.

The oral preliminary examination is typically held concurrently with the dissertation proposal. 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 (i.e., the biological-affective, social, cognitive, and developmental aspects of behavior as well as research methods and statistics) as they pertain to the dissertation.

All 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, 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; however, an additional member from outside the department will be appointed by the Associate Provost for Academic Affairs for the retake. 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.

C. Dissertation

Ordinarily, a student will discuss a dissertation research topic with a faculty member throughout the written and oral preliminary examinations processes. The dissertation committee consists of three members, at least two of whom are psychology faculty (clinical, experimental, or industrial organizational). Appointment of a third committee member who is not a psychology faculty member requires permission from the Associate Dean for Graduate Affairs. Each student must have a meeting with the members of their dissertation committee to review and approve the student's proposed dissertation. The dissertation proposal meeting is typically conducted concurrently with the oral preliminary examination. The student must complete 12 hours of PSY 6990: Dissertation Research.

Each student in the clinical program is required to make a public, oral presentation and defense of the dissertation. Students may begin registering for dissertation credits at any time; however, once enrolled, they must register for a minimum of 1 credit per semester until they defend 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.

D. Internship

Each student must complete an APA-approved internship in clinical psychology. Students are required to have successfully completed their written and oral preliminary examinations and have an approved dissertation proposal by October 15th prior to applying for internship. A student must receive approval of readiness for internship from the clinical faculty through the Director of the Clinical Psychology Program. Additionally, students should register for zero credit hours of PSY 6890: Internship in Clinical Psychology for each fall, spring, and summer semester during their internship.

The Association of Psychology Postdoctoral and Internship Centers (APPIC) publishes an annual *Directory of Internship and Postdoctoral Programs in Professional Psychology* which is available online at appic.org and provides valuable information regarding the internship application and selection process. Some application deadlines are as early as November 1, so students are encouraged to begin the application process early in the fall semester for internship the following academic year. It is very important that students speak with faculty and supervisors early in the fall semester if they intend to have them write letters of recommendation. Additionally, students will inform the Director of the Clinical Psychology Program to verify their readiness for internship in the APPIC system. The verification cannot be completed until the student application is complete. However, students cannot submit their applications until verification has been made; thus, students should allow time for verification to occur.

Information and forms essential for any student applying for clinical internship are available through the APPIC website at www.appic.org. APPIC utilizes a computer matching process. Since internships are becoming increasingly competitive, students are encouraged to utilize the APPIC website and to talk with their advisors about the internship process. Internship meetings are held with the Director of Clinical Training and the Coordinator of Internships beginning in the summer for all students who will be applying for internship in the following fall semester. These meetings are mandatory for students applying for internship and include valuable information regarding the application processes (e.g., completing APPIC forms, writing personal statements. interviewing, site selection, the match process). Finally, as an academic training program member of APPIC, Saint Louis University's Clinical Psychology Program adheres to APPIC policies regarding offers and acceptance for internships. Students are also required to abide by all APPIC policies regarding the internship application, selection, and acceptance process.

In applying for and interviewing internship sites, students are expected to limit the disruption and absences from enrolled academic courses, their clinical responsibilities in the PSC and to maintain appropriate continuity of clinical care. Students interviewing for internships are required to (1) provide advance notice to course instructors of any planned absences due to interviews, and (2) provide their CVT supervisor, academic advisor, PSC Director, and Director of the Clinical Program with a written statement indicating:

1. an itinerary of the dates, times, and places (if applicable) that they will be unavailable due to interviewing
2. phone numbers and e-mail where they can be reached during their absence
3. schedule of client contacts during the internship interviewing process (approved by the CVT supervisor)

Once an internship has been selected, the student should provide their CVT supervisor, PSC Director, and Director of Clinical Training with the start and ending dates of their internship. Student responsibilities in the PSC are to be maintained until at least 30 days prior to the internship starting date; students are not allowed to depart for internship any sooner than 30 days prior to the start of their internship. Forty-five (45) days prior to the start of internship, the student is required to submit a written statement prepared in consultation with their CVT supervisor indicating the status of each open clinical case, plans for closing or transferring any cases, and any incomplete paperwork. The written statement must be submitted to and signed off by the student's CVT supervisor, academic advisor, PSC Director, and the Director of the Clinical Program. Students will not be permitted to register for internship credit until all PSC documentation is complete and signed by the PSC Director.

All PSC cases needing to be transferred prior to internship are to be assigned by the PSC Director. Transfer cases should be discussed with the current CVT supervisor and then the student should notify the PSC Director that 1) a case needs to be transferred and; 2) recommendations of the type of clinician needed (e.g., gender, advanced v. less advanced, etc.).

E. Commencement

Students will receive their degrees following completion of all University, Graduate Education, Department, and Program requirements and paperwork. However, students may be allowed to participate in May commencement ceremonies (i.e., walk through the graduation exercises and be hooded by their mentors, but *not* receive their actual diploma or degree) provided all of the following: 1) the dissertation defense has been completed by April 30; 2) the student will complete all degree requirements, including the internship prior to August 31, and; 3) the student is in good standing with their internship.

VIII. Progression through the Clinical Psychology Program

All requirements for the Ph.D. degree must be completed by the end of the eighth year from the date of initial matriculation in the clinical psychology program. Failure to complete requirements within this time will result in program termination and, therefore, ineligibility for obtaining the degree in clinical psychology from Saint Louis University.

The clinical faculty have developed timelines for completion of various program requirements to ensure successful completion of the doctoral program in a timely manner. If a student does not meet the required deadlines for completion of program requirements, the student is prohibited from enrolling in courses until the requirement is met (however, a student may continue on Clinical Vertical Team during this time with approval of the clinical faculty). Any exceptions to these timelines must be approved by the clinical faculty.

Typical progression through the Clinical Program
for students entering with a Bachelor's Degree

First Year	
Fall Semester	-visit research vertical teams -choose thesis chair and Research Vertical Team -narrow research topic/questions
Spring Semester	-plan thesis proposal -select and finalize thesis committee
Summer Semester	-approved thesis proposal by the last day of 8-week summer session -IRB application approved by the advisor by the last day of the 8-week summer session
Second Year	
Fall Semester	-IRB approved -collect thesis data
Spring Semester	-analyze thesis data
Summer Semester	-write thesis -defend thesis -pass master's oral exam
Third Year	
Fall Semester	-master's oral examination completed by 12/1 -may take written prelims if master's orals completed early enough
Spring Semester	-must take written preliminary examination if not completed earlier -begin planning dissertation proposal
Summer Semester	-must retake (if needed) written preliminary -prepare CV and essay drafts for internship applications -sign up for MATCH News -write dissertation proposal
Fourth Year	
Fall Semester	-oral preliminary examination and approved dissertation proposal (must be completed by 10/15) -IRB application approved by the advisor (must be completed by 10/15) -apply for internship -obtain IRB approval -collect dissertation data
Spring Semester	-internship interviews and selection

Summer Semester	-recommend that dissertation data be collected and analyzed prior to beginning internship
Fifth Year	
Fall Semester	-internship
Spring Semester	-internship -oral public defense of dissertation prior to completing internship (by 4/30 to participate in commencement)
Summer Semester	-oral public defense of dissertation prior to completing internship, if not completed in Spring

Typical progression through the Clinical Program
for students entering with a Master's Degree

First Year	
Fall Semester	-complete clinical core courses as needed -attend research presentations by clinical faculty -may choose dissertation chair and RVT
Spring Semester	-complete clinical core courses as needed -must choose dissertation chair and RVT
Summer Semester	-complete clinical core courses as needed
Second Year	
Fall Semester	-may take written prelims exam
Spring Semester	-must take written prelims exam if not completed
Summer Semester	-must retake (if needed) written prelims exam -prepare CV and essay drafts for internship applications -sign up for MATCH News -select dissertation committee -write dissertation proposal
Third Year	
Fall Semester	-oral prelim examination and approved Dissertation proposal by 10/15 -IRB application approved by advisor by 10/15 -obtain IRB approval -collect dissertation data
Spring Semester	-internship interviews and selection
Summer Semester	-recommend that dissertation data be collected and analyzed prior to beginning internship

Fourth Year	
Fall Semester	-internship
Spring Semester	-internship - oral defense of dissertation prior to completing internship (by 4/30 to participate in commencement)
Summer Semester	-oral defense of dissertation prior to completing internship, if not completed in Spring

IX. Student Funding

At Saint Louis University, graduate tuition is $1,400 per credit hour for the 2026-27 academic year. The Ph.D. program in clinical psychology requires 90 credit hours for a total of approximately $126,000 in tuition.

A number of sources exist to provide financial support to students in the clinical psychology program. The *Graduate Education Catalog* and the Office of Financial Aid can provide valuable information and assistance for financing your 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 your time in 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., SLU Graduate Education, Office of Financial Aid., etc.).

A. Fellowships and Assistantships.

Saint Louis University's Office of Graduate Education offers a number of fellowships and assistantships to graduate students. Over the past several years, a limited number of Presidential Fellowships and Diversity Fellowships have been available. For the 2026-2027 academic year, the Presidential and Diversity Fellowship provides a stipend of $31,500, 21 hours of tuition scholarship, (18 during the academic year and 3 during summer term) and continuous health insurance benefits. Both fellowships typically provide support for the awardee over several years. These fellowships are highly competitive across all programs and schools at Saint Louis University. Persons interested in these fellowships should consult the Graduate Education Catalog.

The College of Arts and Sciences Graduate Education typically provides the Department of Psychology with a number of Graduate Research Assistantships, Graduate Teaching Assistantships, and Graduate Assistantships each academic year. The responsibilities and amounts of these assistantships vary and may change in any given year. Over the past several years, the clinical program has worked collaboratively with the Experimental, I/O, and

Undergraduate programs in the department to distribute these assistantships. Of note, for students who are performing a substantial amount of teaching for the department, Graduate Teaching Assistantships may be awarded for a 10-month period, in order to provide additional time for pre- and post-semester teaching-related duties. For the 2026-27 academic year, the following assistantships were awarded to clinical psychology graduate students.

a. 2 Graduate Research Assistantships (11 months)
    - 11 month appointment; stipend of $27,500; 21 hours of tuition scholarship
b. 6 Full Graduate Assistants (9 months)
    - 9 month appointment; stipend of $22,500 ($25,000 for TAs); 18 hours of tuition scholarship
c. 7 Half Graduate Assistants (9 months)
    - 9 month appointment; stipend of $11,250 ($12,500 for TAs); 12 hours of tuition scholarship

In addition to these assistantships, the clinical psychology program was awarded 44 hours of tuition scholarship to be distributed to clinical students.

Once the College of Arts and Sciences Graduate Education has indicated the number and nature of available assistantships for an academic year, the clinical faculty awards these assistantships to clinical students. Initial decisions regarding assistantships and student funding are made in terms of admissions decisions. Incoming first year students are given priority for graduate assistantship funding. Any remaining assistantships or tuition scholarship hours are awarded by the clinical faculty with consideration given to a student's year level, previous year(s) funding, research interests and needs, and ability to secure funded external placement. Students must speak with their advisors about their training needs and goals to facilitate the student funding process.

B. The Dorothy Orthwein Bates Scholarship

The Dorothy Orthwein Bates Scholarship 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 upon successful completion of doctoral orals (i.e., dissertation proposal).

The specific scholarship amount varies annually but is typically around $1,000. The purpose of the scholarship is to support clinical students' dissertation research. A budget proposal for how the funds will be used is required. Appropriate use of funds includes participant payments and purchasing of research supplies and materials, copyrighted questionnaires, and SPSS licenses. This list is not exhaustive but represents potential allowable costs.

Please discuss and review the budget with your dissertation chair prior to requesting the funds. Upon successful completion of doctoral orals, students can request the Bates Scholarship by sending the Director of Clinical Training an email acknowledging their successful completion of doctoral orals with a request for scholarship along with a copy of the budget proposal. The dissertation chair must also be cc'd on the email.

C. Grants and Contracts

Funding opportunities are also available to students through various grants and contracts obtained through the Psychological Services Center. Students have obtained funded positions at various external placements throughout the greater St. Louis area providing clinical, teaching, research, and consultation services, and are typically paid between $16 – 30 per hour. Students interested in a funded external placement should consult the "Job Book" available online and speak with advanced students who may hold a funded external position. Prior to applying for any position, students must first speak with their advisors to determine their suitability and qualifications for the position. Students must obtain written approval via email from their advisor, the Director of the Clinical Psychology Program, and the Director of the PSC for any external placement or employment. Additionally, students must enroll in PSY 589X: Clerkship for each semester during which they are engaged in any psychology-related placement or employment. Clerkship registration is needed to ensure University insurance liability coverage for placement activities and for documenting training experiences according to APA Areas of Emphasis and Experience.

D. Clinical Student Development Fund and the Severin Fund

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. These funds are contingent on available resources within the department and may be limited by grant cycles that dictate the timing of the release and/or spending timelines of these funds. Policies, procedures, and necessary forms for reimbursement through this fund are available from the PSC Office Manager.

Similarly, students may obtain a small stipend for presentation of their research through the Department of Psychology's Severin Fund. Information concerning the Severin Fund is available from the psychology department's main office.

E. Resources for Students Experiencing Financial Emergency/Crisis

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., SERF Funds). The A-DCT and DCT are available to support navigating requests for these funds.

X. Student Employment and External Placements

Students must obtain permission from their advisor, the Director of the Psychological Services Center, and from the Director of the Clinical Psychology Program before accepting any employment or external placement in the general field of psychology (including any teaching, research, or clinical positions) while enrolled in the clinical psychology graduate program. Students must obtain permission from the full clinical faculty to accept any unpaid external

placement. Consistent with the policies of SLU's Graduate Education, full-time students in the clinical program must seek prior permission of their advisor, the Director of the Clinical Psychology Program, and the Associate Dean for Graduate Affairs before they can work more than 20 hours per week. Students are required to inform the Director of the Clinical Psychology Program of all employment or placements related to the field of psychology during the time they are in the graduate program. For external clerkships, the PSC Clinic Director will have to ensure that contracts are in place *prior* to a student beginning any external work. Students must obtain advisor permission before accepting any approved external placements, and if a student wishes to rescind an acceptance, or to withdrawal from a placement, the student must first obtain permission to so do from their advisor, the Director of Clinical Training, and the PSC Clinic Director. Forms indicating a student's employment, clerkships, assistantships, etc. are maintained by the PSC Office Manager, and it is the student's responsibility to ensure accurate, reliable, and current information is provided and maintained. Students must enroll in PSY 589X: Clerkship for each semester during which they are engaged in any psychology-related employment. This is to ensure that students will receive appropriate supervision and to ensure compliance with all applicable state regulations and professional ethics regarding the practice of psychology.

XI. Residency, Vacations, Absences, and Leaves

Students are expected to be in residence during each term during the fall, spring, and summer (8-week session) throughout their matriculation in the clinical psychology graduate program, with the exception of the internship year. In line with APA-accreditation standards, attendance is expected for all courses and program meetings unless permission has been granted in advance. Examples of required program meetings include the First-Year Seminar (for first year students), Professional Seminar, Open Forum, Cultural Competency Seminar, Internship Meetings and Mock Interviews (only relevant during the year students are applying for internship), Prelims Organizational Meetings (only relevant for students taking prelims during a particular semester).

Although emergencies and occasional absences may be unavoidable at times, students are expected to attend 85% of program meetings during a given term. Excessive absences beyond this will be examined and discussed during the Student Professional Development meeting.

Vacations for personal time off should only be scheduled during the breaks between fall, spring, and summer terms, in accordance with the academic calendar. Vacations scheduled during breaks do not require advanced permission by the faculty as long as research progress and clinical services are not going to be negatively impacted by the time off.

Attendance at professional conferences is an important component of training in clinical psychology. The program does not have a limit on how many conferences students can attend per academic term. Instead, students are encouraged to discuss their conference plans with their advisor, balancing their coursework, clinical, and research responsibilities. Students taking foundational and required courses are especially encouraged to consider the impact of their absence from coursework when attending conferences, including specific course policies regarding absences as outlined in syllabi. Regardless of year level, open, timely, and clear

communication with all instructors, supervisors (internal and external), and mentors is imperative.

When wishing to take time off during an academic term, whether for personal or professional reasons, students must notify their advisor and request the time off in advance of making travel plans. If a student will be missing class, they must notify the course instructor. Prior approval for absences impacting more than just class attendance during an academic term must be granted by the student's research advisor, CVT supervisor, and DCT, with assurances of continuity of care for the student's PSC clients during their absence.

Extended leaves during the fall, spring, or summer terms are defined as absences lasting longer than a one-week period. Extended leaves require approval from the clinical faculty in the form of a brief request that states the rationale for their leave and plans for missed responsibilities. Extended leaves may be granted for medical, family, or personal reasons; however, they must be requested in advance using the following form: https://slu.az1.qualtrics.com/jfe/form/SV_0DLhJxQhfhRamJ8.

A Leave of Absence (LOA) offers students the opportunity to leave Saint Louis University temporarily (typically a semester), no longer than one calendar year, and return without reapplying through admission. An LOA requires university approval obtained via a form and can only be granted in advance for future terms. If a student is withdrawing from the current term after the add/drop period, please see the Withdrawal Policy. Students considering a LOA/Withdraw are encouraged to discuss this with their advisor, the DCT/A-DCT, and the Dean of Students.

Unexcused or excessive excused absences may result in consequences determined by the faculty member/instructor/supervisor including but not limited to a lowered course grade, a grade of incomplete, or a failing grade for the course.

XII. Student Professional Development

Each student's professional development is reviewed throughout their course of studies and training in the clinical program. Clinical faculty are encouraged to provide feedback to students regarding their performance and progress on an ongoing basis. The document series "*Profession-Wide Competencies"* for years 1-4+ of the program are on the SLU Clinical Psychology Graduate Student Information Hub SharePoint under "Student Professional Development." Copies of 4th year forms found in the *Handbook of the Clinical Psychology Program* are the professional skills and competencies to be developed on a developmental basis over the course of the student's education and training in the clinical program. Relatedly, the policies regarding academic standards as specified by Saint Louis University's Graduate Education Catalog also inform the expectations and requirements for successful progression toward the Ph.D. degree.

At the end of each Fall and Spring semester, the clinical faculty meet as a body to review the progress and professional development of each clinical student in residence. Students are required to complete a *Student Activity Report* prior to each student's professional development review; this provides a summary of the student's activities since the last review and provides an

opportunity for the student to reflect on their progress and their training needs as well as to inform the clinical faculty of their professional interests, plans, goals, and objectives. Additionally, each student is to provide a current vita and a summary of their APPIC hours indicating the student's intervention, assessment, and supervision hours attained. Prior to student reviews, clinical faculty should provide feedback and guidance to students regarding their performance and progress in academic coursework, Clinical and Research Vertical Teams, thesis, and dissertation research, etc. The clinical faculty comprehensively review each student's performance and progress in all aspects of the clinical program including academic coursework, Clinical Vertical Team, Research Vertical Team, assistantships, clerkships, external placements, 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. During the professional development review, each student's academic advisor makes written notes of the information and recommendations.

The student's clinical faculty advisor then has a meeting with the student to discuss the professional review including areas of strength, areas for further development, and any areas of concern or problem areas that have been identified by the clinical faculty. A written summary of the student's professional development review is provided to the student and is placed in the student's file. 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 the actions and decisions of the clinical faculty by following the grievance procedures specified below.

XIII. Grievance Procedures

The clinical psychology program and its faculty are committed to developing and maintaining a supportive, respectful learning environment. Part of this commitment is the recognition that complaints of one form or another are not uncommon in university life, and it is our intention to establish processes and procedures that provide reasonable and fair resolution to problems. In the event that a student is dissatisfied with or has a grievance regarding any policies, personnel or decision associated with the clinical psychology program, the student should take the following steps toward resolution:

1. The student should first bring the matter to the faculty member or person involved.
2. If satisfactory resolution does not occur, the student should bring the matter to their advisor.
3. If the student is dissatisfied with the outcomes of discussion with their advisor, or in the event that the issue involves the student's advisor, the student should seek out the

Associate Director of the Clinical Psychology Program or the Director of the Clinical Psychology Program to present their concerns.

4. If the student still does not feel that adequate resolution of the problem has occurred, or if the problem involves the Director of the Clinical Psychology Program, the student should seek out the Chair of the Department of Psychology.
5. Finally, 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

In addition to the academic standards specified by the University, Graduate Education Catalog, College of Arts and Sciences, and Department of Psychology, the student is expected to meet the academic standards of the clinical psychology program. These academic standards are reflected in the goals and objectives of the clinical program in the *Handbook of the Clinical Psychology Program.*

XIV. Student Assistance

The clinical program faculty recognize that students may need support in their academic work, require academic accommodations for disabilities, and benefit from assistance adjusting to the demands of graduate education, the clinical psychology profession, and other life issues. We are also committed to supporting our students in an environment that is free of bias, discrimination, and harassment. Therefore, we have posted the following resources on the SLU Clinical Psychology Graduate Student Information Hub in a section titled "Student Support Resources" so that we can keep these resources updated and add them throughout the year. The following resources are available:

Pius Library
We have a reference librarian dedicated to psychology who can aid with literature searches, use of databases, etc. We also have excellent access to journals; if not available via the databases, the interlibrary loan office is also excellent.

Student Success Center
Offers academic support such as writing services, disability services, and coaching
https://www.slu.edu/life-at-slu/student-success-center/index.php

Center for Accessibility and Disability Resources
Accessibility support for students is coordinated through the Center for Accessibility and Disability Resources (CADR). Reasonable academic accommodations may be requested for both course-related and non-course-related experiences (including graduate assistantship work, if applicable).

Office of Equal Opportunity and Title IX
Provides information and multiple resources related to non-discrimination policies, harassment, sexual misconduct and prevention
https://www.slu.edu/general-counsel/institutional-equity-diversity/index.php

University Counseling Center

The University Counseling Center provides counseling services to SLU students. Because some of our students have placements there, additional avenues of support are listed below. https://www.slu.edu/life-at-slu/university-counseling/index.php

The Saint Louis Behavioral Medicine Institute accepts SLU insurance and has offices conveniently located near campus
https://www.slbmi.com/

The PSC Shared Drive contains a list of support resources and area providers who will see SLU students at a discounted rate. This document can be found on the PSC Shared Drive in the "Student Support Resources" folder housed in "PSC Documents." When you call providers from the Mental Health Resources document, please inform them that you are a SLU student.

XV. Summary of Key Resources

The following SLU websites offer valuable information:

1. For questions regarding the thesis proposal, thesis defense, dissertation proposal, dissertation defense, and formatting guidelines: Office of Graduate Education

2. To access the Graduate Education Catalog (information on standards of conduct, grievances, enrollment, etc): Office of Graduate Education

3. For information on emergency loans, graduate forms and petitions, courses and credits, dates and deadlines, university policies (e.g., Academic Integrity Policy, Parental Leave Policy, Proprietary Research Policy, Policy on Graduate Academic Definitions, Academic Policies, Time to Degree, Academic Standing), the graduate student association, annual graduate student review, and information for graduate assistants: Office of Graduate Education

4. For assistance with financial aid, billing, etc.: Financial Aid Office

5. For queries about registration, semester schedule, holidays, and additional forms (e.g., forgot to register for a class): Office of the University Registrar

6. Additional graduate student resources (e.g., academic appeals, foreign travel), please the of College of Arts and Sciences website: https://www.slu.edu/arts-and-sciences/student-resources/index.php

XVI. Section Numbers

Faculty section numbers are used when registering for Clinical Vertical Team, Research Vertical Team, Thesis Research, Dissertation Research, and any graduate readings course, independent study, or study for exams. The faculty section numbers are:

Clinical Faculty	*Section Number*

Austin	45
Banks	23
Benware	14
Garner	35
Handal	09
Kaufman	25
Moore	41
Ross	15
Stenersen	14
Weaver	40
Weinstock	21

XVII. Accreditation

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