

I. CLINICAL PSYCHOLOGY PROGRAM

CLINICAL PSYCHOLOGY PROGRAM

ARIZONA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
(<http://www.asu.edu/clas/psych/gprogram/clinical/>)
updated July 2007

The Ph.D. program in clinical psychology is offered as one of SIX major areas of advanced (doctoral) study within the Department of Psychology (the others being BEHAVIORAL NEUROSCIENCE; COGNITION, ACTION, & PERCEPTION; DEVELOPMENTAL; SOCIAL, and QUANTITATIVE psychology, described in separate brochures). The clinical program is:

- Fully accredited by the American Psychological Association.¹
- A member of the Academy of Psychological Clinical Science
- Based upon a contemporary form of the scientist-practitioner model of professional training.
- A Ph.D. program only (a Master's degree is awarded as part of the Ph.D. requirements, but is not a terminal degree for which students can make direct application).
- Designed so that students admitted with a bachelor's degree can finish the requirements in FIVE YEARS (including a one-year, full-time internship), but students average between SIX and SEVEN YEARS to complete the degree requirements.
- Organized to allow students to obtain practical clinical training, beginning in their second year of residence.
- Best able to serve the educational needs of students with deep interests in empirical research. Students with strong research backgrounds in psychology or related disciplines are preferred.
- Highly competitive. In the last several years we have admitted between 6 and 10 new students per year from a pool of between 200 and 300 applicants. An undergraduate grade point average of B+ or better, strong performance on the verbal and quantitative aptitude sections of the Graduate Record Examination, and strong letters of recommendation are typical of the students eventually admitted.

¹ Committee on Accreditation
c/o Office of Program Consultation and Accreditation
Education Directorate
American Psychological Association
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GENERAL PROGRAM INFORMATION

Program Philosophy

Our program is based on a scientist-practitioner model of training. We believe that scientific training is critically important, not only for preparing students for academic and research careers, but also for preparing students for professional practice that is grounded on a firm scientific and empirical foundation. In turn, sound clinical and prevention research must be based on experience in practice. Because of this inherently reciprocal relation between clinical science and practice, we maintain a commitment to integrated training in both the scientific and professional aspects of clinical psychology.

Our graduates establish successful careers in academia, professional practice and research where they use the scientist-practitioner training they pursued as graduate students. A survey of our recent graduates showed diversity in their professional activities that was consistent with scientist-practitioner training and the special emphases that can be acquired at ASU. About 30% were in academic settings, 27% were in medical schools, and 43% were in practice environments such as hospitals and mental health centers. The largest percent of our graduates (70%) reported research as one of their professional activities, followed by teaching (56%), consultation (51%), administration (51%), supervision (42%), psychotherapy (42%), assessment (39%), and preventive interventions (34%). Approximately half of our graduates work with children, half work with health care recipients, and 70% serve ethnic minorities. Those numbers reveal the rich professional lives of our graduates who were trained as scientist-practitioners at Arizona State University.

Student Selection

We base our selection of new students on several factors: (a) academic excellence, (b) strong undergraduate preparation in psychology, (c) experience in conducting psychological research, (d) compatibility with research interests and activities of our faculty, (e) evidence of strong verbal and quantitative skills, and (f) personal characteristics that are suitable for teaching and the provision of psychological services to the public. We seek a balance of students who have interests in our three research emphases: child clinical, health, and community/prevention. Specific information about application procedures is provided at the end of this document.

Once admitted, graduate students are expected to be enrolled continuously, excluding summer sessions, until all degree requirements have been met. They are expected to be involved full-time in their studies during this period.

The basic training activities within the clinical program are as follows:

- I. Required Core Courses: Courses covering the scientific and technical foundations of clinical psychology, as well as clinical practica are required.

Analysis of Variance (Intermediate Statistics), Multiple Regression, Psychopathology, Research Methods in Clinical Psychology, Psychotherapy or Psychotherapy with Children and Families, Psychological Assessment, Ethics, Interviewing, Clinical Practicum, Pro-Seminars on Issues in Clinical Psychology, Community Psychology, and Preventive Psychology.

- II. Electives: Various courses, seminars, and practica of the students' choosing are included in this category that satisfy additional program requirements. Two Advanced Treatment Methods (ATM) courses are required (applicable courses are listed in Appendix A1). These usually involve supervised professional training by departmental faculty in timely and specific clinical and community modalities. In order to satisfy requirements for program accreditation, students are required to take at least one course each dealing with the Biological, the Social, and Cognitive/Affective Bases of Behavior. Guidelines for selection of these courses are provided in Appendix A2. Also, students are required to complete a graduate course in Human Development and one in History and Systems.
- III. Curricular coverage of diversity issues, another important aspect of graduate training is achieved in our core courses and other required courses. Students are exposed to diversity issues, through the infusion of this material throughout our core curriculum. In addition, students can participate in numerous research projects that are concerned with diversity. An elective seminar on diversity is offered regularly.
- IV. Masters Thesis (Number of credits: 6): The Masters Thesis must be an empirical investigation. A three-person thesis committee is required, including one person from outside the clinical training area or outside the topic area. An oral defense is required.
- V. Supervised clinical placements: Beginning in the third year, students may engage in supervised clinical work with a community clinical service agency. Two years of quarter-time (10 hours per week) or one year of half-time (20 hours per week) of placement training are required. A faculty committee coordinates these.
- VI. Comprehensive Examination. Students are required to successfully pass a comprehensive examination prior to initiating dissertation research. To qualify for the comprehensive examination, students must complete a master's thesis, maintain a minimum of a B average in all required coursework, and have overall "satisfactory" ratings in their clinical/professional activities. Students write either a literature review of a substantive area of clinical psychology or a grant application similar to those that seek funding for dissertation research. The comprehensive exam includes an oral defense. For students who are admitted without a master's degree, comprehensive examination papers are submitted on the first day of the fall semester of the fourth year .
- VII. Full-time Internship: An APA-approved internship (1 credit) is required for graduation in Clinical Psychology. Students must have an approved dissertation prospectus by October 1 of the fall semester in which they apply for an internship. It is expected that the student will have completed analysis of dissertation data prior to leaving on internship.
- VIII. Dissertation Research: 24 credits. The dissertation must be an empirical investigation, and includes an oral defense. A four-person thesis committee is

required. One person must be from outside the clinical training area or outside the topic area.

Required Courses For Students Who Enter With A Masters Degree

For students who enter our program with prior graduate training, our policy is to evaluate whether or not their prior training is the equivalent of what we offer in our required courses. The student's advisor coordinates this process with the assistance of the Director of Clinical Training. The student is asked to submit a request for the class requirement(s) that he/she wishes to have waived, and to submit the syllabi for his/her previous equivalent classes. These syllabi are reviewed by our instructors to judge whether they are equivalent. If so, that course requirement is waived. Up to 30 hours of credit may be transferred.

Students who enter with a Masters degree do not have to take the Proseminar. However, unless they have completed equivalent coursework, they must complete our requirements in community, prevention, and history/systems. This can be done either through our existing modules (i.e., modules that are coordinated with the Proseminar) or through other graduate level courses in prevention, community, and history/systems.

Graduate Student Advisement

Entering students are each assigned to a clinical faculty member who, on the basis of the initial match of interests, serves as a temporary academic/research advisor. During the student's first year, there are ample opportunities to get to know other faculty and their respective interests--so that, by year two, a student will have selected his or her master's thesis committee and major advisor. The advisor serves as the student's primary consultant in matters such as course selection, placement and internship choices, and general career development.

Student Evaluation

The clinical faculty work closely with students in the program and vigorously promote open, supportive and collegial relationships. Thus, students' progress through the program is tracked on an "informal" basis through numerous contacts with program faculty. Any academic or clinical concerns can usually be addressed early. The clinical faculty and the student's advisor participate in a more formal review of each student on a yearly basis, evaluating progress in coursework, TA or RA assignments, research (Master or Dissertation or Comprehensives as well as publications) and clinical work (performance in practica and placements).

Of the 45 or so clinical students enrolled in our program in any given year, 6 to 8 advanced students are usually on their internship at APA-approved sites across the U.S. The remainder is in full-time residence. If academic or professional problems do arise, the 3:1 student to faculty ratio makes it highly likely that counseling and cooperative problem solving efforts will be available. Family considerations or the reappraisal of career directions represent the most commonly stated reasons for student-initiated leaves of absence or withdrawals.

Students provide feedback and evaluations of the clinical program in several ways. They evaluate their academic courses, clinical training placements and internships (e.g., the amount and quality of their supervision, client contact, etc.). In addition, student representatives serve on the clinical training committee, and are invited to serve on a number of subcommittees as well.

SELECTING A COURSE OF STUDIES

On the following pages we have outlined three different emphases within clinical that students may elect to participate in: health psychology, child clinical psychology, and community/prevention. A new JD-PhD program in Psychology and Law also is described.

It has been our experience that most of our students will choose to participate in one of the three specialty areas. These areas represent domains of faculty interest as well as clinical or preventive specialties for which an employment demand now exists. However, specialization is not a requirement of our program. Indeed, some students might begin a particular emphasis, but later decide to move in a different direction. Thus, the descriptions that follow are designed to give the reader an idea of the curricular choices currently available in our program.

The Health Psychology Area of Emphasis

Clinical students with interests centering on the interface of psychology and medicine may select Health Psychology as an area of emphasis. In our program, health psychology is broadly interpreted to encompass the theoretical, methodological, and/or procedural (treatment and prevention) contributions from contemporary psychology that bear upon the existing and emerging problems of modern medicine. Such areas of study include (but are not limited to): patient noncompliance, chronic illness management, analysis and modification of lifestyle and thinking patterns that place individuals at risk for serious illness, physiological correlates of maladaptive behavior patterns, psychosocial assessment and/or screening of medical patients, assessment and treatment of acute and chronic pain, the analysis of life stress in disease, psychosocial factors in immunologic functioning, the role of psychosocial moderators/mediators in stress-illness relations (including such factors as social support, temperament, goal systems, etc.). These topics and others represent the current interests of full-time and adjunct faculty in clinical psychology, as well as those in graduate programs in social psychology and behavioral neurosciences.

Some features of the health psychology area at ASU are that: (1) our program permits students to develop skills and knowledge in dealing with biopsychosocial issues across the life-span. Active research on health-relevant topics currently exists with children, adults, and aging populations as target groups; (2) our program is strongly committed to a preventive focus. Early identification of groups at risk constitutes an important domain of research for a number of our faculty; and (3) the local Phoenix community provides excellent support in terms of the availability of hospitals, clinics, and private medical practitioners willing to assist ASU faculty and students in their research pursuits.

Students electing to emphasize health psychology are advised to take the graduate course offering, Introduction to Health Psychology, and to select from a number of topical seminars (e.g., Emotions, Stress & Health) or advanced treatment method courses (e.g., Mindfulness) as dictated by their own interests and course availability. It is advisable to pursue both MA and Ph.D. research in the domain of health psychology, as well as to complete the one-year, APA-approved internship at a site permitting further development of interventive/diagnostic skills with medical populations. Over the years, graduates of our program who have emphasized health psychology have found employment both in academic and in health-care settings.

Key Faculty

Health-Related Research

Key Faculty

Dr. Manuel Barrera

Health-Related Research

Prevention and behavioral treatment for type 2 diabetes, social support interventions, behavioral health interventions for Latino families.

Dr. Felipe Gonzalez Castro

Health promotion and healthy behavior change in Hispanic and other ethnic minority populations; prevention and treatment of drug abuse and dependence

Dr. Laurie Chassin

Child and adolescent substance abuse; cigarette smoking

Dr. Mary Davis (Coordinator of area of emphasis)

Women's health, psychosocial factors, and cardiovascular reactivity

Dr. Paul Karoly

Self-management models in health; chronic illness; pain disorders; health-illness cognition

Dr. Linda Luecken

Developmental factors in stress vulnerability and resilience, cardiovascular and hormonal reactivity.

Dr. Irwin Sandler

Stress, resilience and illness; coping resources; relations of child mental health prevention to health outcomes

Dr. Alex Zautra

Life stress, quality of life, and immune response; psychosocial factors in chronic illness.

Affiliated Faculty

Dr. Leona Aiken (Social)

Health-Related Research

Prevention-related issues in health psychology

Dr. Robert Cialdini (Social)

Compliance, attitude change

Dr. David MacKinnon (Social)

Quantitative methods in health psychology

Dr. Craig Nagoshi (Social)

Alcohol effects, use and problems

Dr. Janet Neisewander (Behavioral Neuroscience)

Psychopharmacology

Dr. Morris Okun (Developmental)

Aging, social support of health behavior and volunteering.

Dr. Stephen G. West (Quantitative, Social)

Prevention-related issues in HIV/AIDS; personality and health; field research methods; statistical methods in prevention research

The Child Clinical Area of Emphasis

The child clinical area of emphasis provides training in the etiology, assessment, treatment and prevention of childhood disorders. A major focus is on the prevention of child mental health problems among children and families under stress. Thus, most of our child clinical faculty also participate in our community-prevention area of emphasis, and in our NIMH-funded Prevention Research Center. Training is provided through formal courses, faculty-supervised research projects, in-house clinical practica, placements at mental health agencies in the community, and outreach efforts with local schools. Students have an opportunity to work with faculty who are studying topics such as: the influence of stress and coping on children's mental health, children of divorce, effects of bereavement, minority mental health, family and contextual influences on risk and resilience, longitudinal studies linking child risk and resilience to later life outcomes, the development and intergenerational transmission of substance use disorders, outcomes for serious juvenile offenders, and the development and evaluation of prevention programs for children and their families. We emphasize the importance of a developmental perspective and students have opportunities to work with faculty in Developmental Psychology.

In addition to the overall clinical core courses, several additional courses and experiences are recommended for students with child clinical interests. Students are encouraged to take Developmental Psychopathology and Psychotherapy with Children and Families. For their two required Advanced Treatment Methods courses, students are encouraged to select those that focus on children and families. For the cognitive and social bases requirements, students are encouraged to take courses in social and cognitive development. Also, students are encouraged to select child clinical topics for their M.A. and Ph.D. research projects. It is recommended that students complete a clinical placement and their internship at a child clinical site.

Key Faculty

Research Area(s)

Dr. Laurie Chassin
(Coordinator of the Child-Clinical Emphasis)

Adolescent risk behaviors and mental health, adolescent substance abuse, developmental psychopathology

Keith Crnic, (Department Chair)

Parent-child interactions, parenting, family processes, and development of behavior problems in young children

Dr. Nancy A. Gonzales

Cultural and community influences on Mexican and Mexican American family processes and adolescent development; Prevention of school dropout and mental health problems in low income communities; culture adaptation of prevention and treatment interventions

Dr. Irwin Sandler

Effects of divorce on children; effects of bereavement on children; stress, coping, and social support; Prevention programs for children and families under stress; resilience

Dr. Sharlene Wolchik

Development and evaluation of preventive interventions for at-risk children; long-term effects of preventive interventions for

Key Faculty**Research Area(s)**

children who have experienced parental divorce or parental bereavement

Affiliated Faculty**Research Area(s)**

Dr. John Barton (Clinical)

Director of Psychological Clinic, child Assessment, ADHD assessment, child treatment

Dr. Sanford Braver (Social)

Family dynamics and family dissolution; fathering and child mental health, public policy concerning families, prevention programs in natural service delivery settings

Dr. Felipe Castro (Clinical)

Cultural and psychological risk and protective factors associated with addictive behaviors among minority youth; quality of the father-youth relationship in drug using families. Building resilience among racial/ethnic minority youth and their families.

Dr. Nancy Eisenberg
(Developmental)

Social and emotional development, including emotion regulation, emotional development, adjustment and social competence, and moral development.

Dr. William Fabricius
(Developmental)

Development of metacognition and problem solving

Dr. George Knight (Social,
Quantitative)

Acculturation and enculturation, Measurement and methodological issues in minority mental health research, Prosocial behavior

Dr. Kathryn S. Lemery
(Developmental)

Developmental behavior genetic approach; Individual differences in appropriate and inappropriate emotional responding-including temperament, internalizing, externalizing, and attentional disorders; Risk and resiliency; Parent and sibling influences.

Dr. Armando Pina
(Developmental)

Development of anxiety disorders in children, treatment of childhood anxiety, Latino families

Dr. Clark Presson (Clinical,
Cognitive Systems)

Addictive behaviors, adolescent cigarette smoking; spatial reasoning

Affiliated Faculty

Research Area(s)

Dr. Susan Somerville
(Cognitive Systems)

Development of logical thinking; Development of spatial awareness in preschoolers.

Dr. David Wodrich (School
Psychology)

Child assessment, learning Disabilities, ADHD

Relevant Course Offerings in the Psychology Department. Over and above our core clinical curriculum, graduate courses in the Psychology Department that are focused on child clinical psychology include: Developmental Psychopathology, Psychotherapy with Children and Families, Social Development, Child Language and Drawing, Cognitive Development, Seminar in Prevention Research, Child Assessment, Developing Preventive Interventions, Prevention Programs for Children of Divorce, Peer Relations and Social Competence, Growth Modeling, and Statistics in Prevention Research.

Other Relevant Resources. Child clinical training at ASU benefits from the presence of the ASU Preventive Intervention Research Center, which provides research assistantships in a variety of large scale field projects and intervention trials focused on the prevention of mental health problems for children and families under stress. In addition, students are eligible for pre-doctoral fellowships in our NIMH-funded Training Program on Child Mental Health/Primary Prevention. All clinical students are invited to attend the weekly seminar meetings of this training program to discuss topics in child mental health and primary prevention. In addition, our in-house training clinic provides opportunities for practicum classes in child assessment and treatment and work with local schools. The Psychology Department also houses a Child Study Laboratory with programs for preschool children and research opportunities. The Quantitative program within the Psychology Department provides training in the methodologies necessary for longitudinal studies of developmental trajectories and for evaluating the effects of intervention on those trajectories.

Outside of the Psychology Department, faculty from the Department of Family and Human Development teach a variety of relevant courses and offer research collaborations and opportunities for our students.

Child clinical placements in the community. Interested students can complete their required one-year clinical placement in a community setting that delivers services to children and families such as Phoenix Children's Hospital and Southwest Human Development. In addition, one-year placements are available within the child and family team of our in-house training clinic, including work with child assessment and treatment and outreach work with local schools.

The Community/Prevention Area of Emphasis

Note: More information on our Prevention Center can be found on its Web site at <http://asuprc.la.asu.edu>.

We define the Community/Preventive area of emphasis to include theory, research methods, and interventions that are designed to prevent the occurrence of mental health, substance use or other problems, and to promote healthy adaptation in a range of social

environments. Students study theoretical issues such as the influence of stress and coping, family processes, acculturation and cross-cultural issues, neighborhood influences, and economic hardship on the development of mental health or substance abuse problems. Students also become involved in the development, implementation, and evaluation of preventive interventions to promote healthy adaptation for children in a range of high-risk situations. Foci of preventive interventions include children of divorce, inner-city ethnic minority children, bereaved children, and school-based programs.

Some features of particular strength of the Community/Prevention area at ASU include: (1) Students have the opportunity to be involved in the development, implementation, and evaluation of preventive interventions in close collaboration with the faculty; (2) Our program emphasizes a close integration between theory, intervention development and evaluation, and methodology; (3) Students have the opportunity for involvement with our Preventive Research Center which focuses on the study of child and family adaptation to high-stress situations such as divorce, bereavement, and acculturation; and the development, implementation, and evaluation of preventive interventions; (4) Students also benefit from our Research Training Grant in Prevention/Child Mental Health which provides some stipends for more advanced students who emphasize Prevention/Community.

Students with an emphasis on Community/Prevention should take our seminars in Prevention and Community Psychology, as well as various topical seminars such as Health Promotion in Minority Communities and the weekly informal seminar in Prevention Research. Students are advised to take Advanced Treatment Methods courses in which they get hands-on experience in the development and implementation of preventive intervention programs. Students are also advised to take methodology courses such as Prevention Research Methodology and Program Evaluation, which provide skills in the development and analysis of community-based studies. It is also recommended that students become involved in field placements in community-based agencies, and conduct their MA and Ph.D. research in prevention or community research. Over the years, students with an emphasis in Community/Prevention have found employment in academic settings, research centers, and community agencies.

<u>Key Community/Prevention Faculty</u>	<u>Research Area(s)</u>
Dr. Manuel Barrera	Prevention and behavioral treatment for type 2 diabetes, social support interventions, behavioral health interventions for Latino families.
Dr. Felipe Gonzalez Castro	Public health program design and evaluation; prevention intervention development and implementation for drug abuse prevention and treatment
Dr. Laurie Chassin	Prevention of cigarette smoking and substance abuse

**Key Community/Prevention
Faculty**

Dr. Nancy A. Gonzales

Research Area(s)

Cultural and community influences on Mexican and Mexican American family processes and adolescent development; Prevention of school dropout and mental health problems in low income communities; culture adaptation of prevention and treatment interventions

Dr. Irwin N. Sandler
(Coordinator of the
Community area of emphasis)

Stress, resilience and coping in children and adolescence; development evaluation and dissemination of prevention programs for children of divorce and bereaved children; and effects of family economic strain on children

Dr. Sharlene Wolchik

Effects of divorce on children and their parents; design and evaluation of prevention programs for divorce families and children who have experienced parental bereavement

Dr. Marek Wosinski

Community psychology and community counseling

Dr. Alex Zautra

Life stress; measurement of quality of everyday life, prevention-oriented health programs

Affiliated Faculty

Dr. Sanford Braver (Social)

Research Area(s)

Methodology and design; children of divorce; non-custodial parents & adolescent mental health.

Dr. David P. MacKinnon
(Social)

Statistical methods in prevention research; tobacco and alcohol prevention; evaluation of community prevention programs

Dr. Nancy Felipe Russo
(Social)

Mental health of women and minorities; depression, unintended pregnancy and abortion.

SAMPLE SCHEDULE: GENERAL

Listed below is a sample schedule, which shows a typical sequence of required and elective courses for students in the clinical program.

YEAR ONE

Fall (12 credits)

- + Analysis of Variance
- + Psychotherapy
- + Psychopathology
- + Community Psychology (1 credit)
- + Proseminar: Issues in Clinical Psychology

Spring (12 credits)

- + Multiple Regression in Psychological Research
- + Interviewing
- + Research Methods
- + Prevention (1 credit)
- + Proseminar: Issues in Clinical Psychology

Note: The Counseling Psychology program offers an ethics course in the first summer school session.

YEAR TWO

Fall (12 credits)

- + MA Thesis (3)
- + Clinical Practicum I
- + Psychological Assessment
- + Proseminar: Issues in Clinical Psychology

Spring (11 credits)

- + MA Thesis (3)
- + Clinical Practicum II
- + Elective (Biological Bases of Behavior)
- + Proseminar: History & Systems

YEAR THREE

Fall (12 credits)

- + Elective (Cognitive/Affective Bases of Behavior)
- + Ethics
- + Ph.D. Dissertation (6)
(1/4 time placement)

Spring (12 credits)

- + Elective (Human Development)*
- + Ph.D. Dissertation (6)
- + ATM
(1/4 time placement)

YEAR FOUR

Fall (12 credits)

- + Elective (Social Bases of Behavior)
- + Elective
- + Ph.D. Dissertation (6)
(1/4 time placement)

Spring (11 credits)

- + ATM
- + Ph.D. Dissertation (5)
- + Elective
(1/4 time placement)

YEAR FIVE

Fall (1 credit)

- + Internship (1)

Spring (1 credit)

- + Ph.D. Dissertation (1)

*Some courses in human development also satisfy social and cognitive/affective bases of behavior requirements.

SAMPLE SCHEDULE: CHILD CLINICAL EMPHASIS

Listed below is a sample schedule, which shows a typical sequence of required and elective courses for students in the clinical program.

YEAR ONE

Fall (12 credits)

- + Analysis of Variance
- + Developmental Psychopathology
- + Psychopathology
- + Community Psychology
- + Proseminar: Issues in Clinical Psychology

Spring (12 credits)

- + Multiple Regression in Psychological Research
- + Interviewing
- + Research Methods
- + Psychotherapy with Children & Families

Note: The Counseling Psychology program offers an ethics course in the first summer school session.

YEAR TWO

Fall (12 credits)

- + MA Thesis (3)
- + Clinical Practicum I
- + Psychological Assessment
- + Proseminar: Issues in Clinical Psychology

Spring (12 credits)

- + MA Thesis (3)
- + Clinical Practicum II
- + Elective (Biological Bases of Behavior)
- + Proseminar: History & Systems
- + Prevention (1 credit)

YEAR THREE

Fall (12 credits)

- + Elective (Cognitive/Affective Bases of Behavior)
- + Ethics
- + Ph.D. Dissertation (6)
(1/4 time placement)

Spring (12 credits)

- + Elective (Human Development)*
- + Ph.D. Dissertation (6)
- + ATM
(1/4 time placement)

YEAR FOUR

Fall (12 credits)

- + Elective (Social Bases of Behavior)
- + Elective
- + Ph.D. Dissertation (6)
(1/4 time placement)

Spring (11 credits)

- + ATM
- + Ph.D. Dissertation (5)
- + Elective
(1/4 time placement)

YEAR FIVE

Fall (1 credit)

- + Internship (1)

Spring (1 credit)

- + Ph.D. Dissertation (1)

*Some courses in human development also satisfy social and cognitive/affective bases of behavior requirements.

Joint JD-Ph.D. Program: Clinical Psychology Options

In 2006-07 the College of Law and the Department of Psychology launched a joint JD/PhD program. Graduate programs in clinical, developmental, and social psychology participate. The Program adopts a public policy orientation, with the intention of training students to hold professional positions in academia, think tanks, the government, and public interest-oriented non-governmental organizations. While students may ultimately decide to practice law, become a jury consultant, or otherwise enter the realm of business, these professional endeavors will not be strongly encouraged. It is not a Forensic Psychology training program.

There are two training options for students who have interests in clinical psychology.

Students who want actual clinical training through practica, community placements, and a year-long internship could consider Option A. This option provides training that is likely to meet psychology licensure requirements in most states after the student completes post-doctoral requirements. Students who elect Option A are subject to APA accreditation requirements and are included in annual reports to APA.

Students who select the Clinical Science option (Option B) will be able to acquire the general knowledge base in clinical psychology through coursework and special expertise in our research emphases in child, health, and prevention through thesis, comprehensive examination, and dissertation work. This option omits the clinical training experiences (interviewing, 2nd year practicum, advanced clinical practica, a community placement, and internship) and breadth courses that are required for psychology licensure. Students who elect this option are not subject to APA accreditation requirements.

Overall, the JD-PhD options include the following:

JD requirements (60 credits, completed over span of 2 years, not shared with PhD)

Joint requirements (30 credits, completed over span of 1 ½ years, shared)

The joint requirements consist of the following:

- Law and Psychology: Theory and Methodology (3)

- Selected Topics in Law and Psychology (2)

- Psycholegal Research (minimum of 6 credits)

- Externship (minimum of 3 credits)

- One semester of teaching (4)

- Topics in Law, Psychology, and Public Policy (minimum of 12 credits)

Option A PhD requirements (77-81 credits, the equivalent of one-year half-time clinical placement, and one-year internship completed over span of 5-6 years, not shared with JD)

OR

Option B PhD requirements (59 credits, completed over span of 2 ½ years, not shared with JD)

The table below shows the Psychology course requirements of our APA-accredited clinical program and options for interfacing with the proposed Law and Psychology JD/PhD program.

Course/training activity	Credits	Standard Clinical PhD	Option A JD-Ph.D. With Internship	Option B JD-Ph.D. Clinical Science
Analysis of Variance	3	X	X	X
Multiple Regression	3	X	X	X
Psychotherapy	3	X	X	X
Psychopathology	3	X	X	X
Assessment	3	X	X	X
Interviewing	3	X	X	
Research Methods	3	X	X	X
Community	1	X	X	X
Prevention	1	X	X	X
Proseminar	6	X	See note	
History & systems	2 or 3	X	X	
2 nd year practicum	6	X	X	
ATM-clinical	3	X	X	
ATM-clinical or teaching	3	X	*	*
Cog/Aff basis of behavior	3	X	X	
Social basis of behavior	3	X	X	
Bio basis of behavior	3	X	X	
Substantive electives	6			X**
Ethics	3	X	X	X
Human development	3***	X	X	
Thesis	6	X	X	X
Dissertation	24	X	X	X
Comprehensive exam	0	X	X	X
1 yr half-time placement	0	X	X	
Internship	1	X	X	
		86-90****	77-81****	59

Note: Law and joint Law-Psychology seminars will provide grounding in professional issues.

* Students in the joint program will be required to teach.

** Students will add emphasis to their programs by taking advanced courses (e.g., child, health, prevention or quantitative courses)

*** In most cases, the human development requirement is met by taking one of the other required courses (e.g., Social Development—social basis of behavior)

**** There is a 4-credit variance because (a) students might take a separate 3-credit course to satisfy human development, and (b) history and systems can be satisfied with a 2- or 3-credit course.

APPENDIX A1

Courses that satisfy Advanced Treatment Methods requirements:

PSY 784	All topics listed as ATMs in Psychology
PSY 580/680/780	All topics listed in Psychology (except general practicum)
PSY 501	Supervised Teaching

ATMs taken in other departments require approval of clinical faculty for use to satisfy requirements.

APPENDIX A2

Courses that meet requirements for Biological, Social, and Cognitive/Affective Bases of Behavior:

Biological Bases

PSY 591	Psychopharmacology
PSY 591	Stress and the Brain
PSY 591	Biological Bases of Behavior
PSY 591	Neuropsychological Assessment
PSY 591	Specialty Seminars*

Social Bases

PSY 550/551	Advanced Social Psychology
PSY 542	Social Development**
PSY 553	Social Influence
PSY 591	Specialty Seminars*

Cognitive/Affective Bases

PSY 591	Cognitive Psychology
PSY 535	Cognitive Processes
PSY 541	Research in Cognitive Development**
PSY 591	Emotional Development**
PSY 591	Emotions, Stress and Health
PSY 591	Specialty Seminars*

*The applicability of specialty seminars to satisfy requirements is determined by the Director of Clinical Training and program faculty.

**Also meets human development requirements.

Human Development*

PSY 541	Research in Cognitive Development
PSY 542	Social Development
PSY 578	Developmental Psychopathology
PSY 591	Children's Theories of Mind
PSY 591	Psychology of Aging and Adult Development
PSY 591	Emotional Development

History and Systems**

PSY 591	History of Psychology
PSY 591	Clinical Issues Seminar: History and Systems of Psychology

*There are also several courses available in Educational Psychology such as EDP 513, Child Development; EDP 530, Theoretical Issues and Research in Human Development; EDP 598, Life-span Human Development)

**With permission of the instructor, the course in the Counseling Psychology doctoral program can be taken to fulfill this requirement, CPY 679, History and Systems of Psychology)

APPENDIX B

Frequently Asked Questions About Our Program

Each year the program receives phone calls or letters from interested persons wishing to know “more details” about the process of graduate admissions than are usually found in our general catalogs or other descriptive materials. Some of the typical areas of inquiry include the following:

“Adequate” Preparation for Doctoral-Level Studies. Individuals who did not major in psychology, or who graduated from college quite some time ago, or who have obtained advanced degrees in other areas (e.g., engineering, nursing, etc.) often inquire about what they should do to maximize their chances of admission to our clinical program. Our first response is that they should read the enclosed program materials carefully before deciding whether ASU is really the best choice, in light of the applicant’s perceived career needs. We weigh heavily an applicant’s demonstrated skills, talents, and knowledge base in scientific psychology when selecting potential Ph.D. candidates. There is almost no substitute for coursework in experimental methodology, statistics, personality and abnormal psychology and practical laboratory and/or field experience. Thus, many applicants are advised to spend up to two years in “making up” undergraduate-level coursework, prior to applying to our program (and spending an average of five additional years in pursuit of their doctorate). Experience in human service settings or demonstrated skills in other scholarly activities (such as obtaining advanced degrees) do not tend to predict success in programs such as ours. Finally, we have found that individuals with little formal background in psychology rarely have a realistic idea of how a contemporary Ph.D.-level clinical psychologist functions. Applicants desiring a career as full-time psychotherapists or counselors are advised to consider other routes than the Ph.D. degree in clinical psychology.

Letters of Recommendation. Applicants often ask about the importance of letters of endorsement. Basically, good letters will not offset a low grade point average or poor GRE performance. However, with a strong academic record, the letters most definitely assist us in determining which applicants would best fit into our program. Who should one ask to write such letters? Letters from psychology professors or researchers are considered to be the most informative. Letters from one’s high school principal, family doctor, or legislator carry little weight, simply because such persons cannot make an informed assessment of an applicant’s potential as a psychologist.

“Unofficial” Graduate Studies. Applicants planning to move to the Phoenix area for various reasons often ask if taking graduate-level courses, in a non-matriculated status, will give them a “head start” in our graduate curriculum. Since most of our courses are open only to students officially accepted into the clinical training program, there is no mechanism for truly saving time while waiting to be admitted, although occasional specialty seminars (PSY 591) will be open to non-matriculated students with permission of instructor.

Part-Time Study. As noted earlier, students are expected to work full-time toward the completion of their Ph.D. degree while in the program.

Financial Support. In-state and out-of-state tuition is waived for all students who are supported by university-based research and teaching assistantships. In addition to tuition waivers, research and teaching assistants receive a stipend. Students are usually supported for five years of graduate study through departmental resources. Students are encouraged to compete for national awards and grants that provide training stipends and support for research activities.

Admission of Students with Master's Degree. Does having a Master's degree in psychology help or hinder one's chances of admission? A student who does well in a master's program increases his or her chances of obtaining strong and informed letters of recommendation, research experience, field experience, and a better sense of career objectives. If admitted, MA-level students may exempt several required courses, and may not need to prepare another formal master's research project. However, an MA degree will not substitute for the undergraduate GPA and GRE score admission credentials.

Transfer Credits. Ordinarily, ASU doctoral students must earn at least 54 credits of ASU coursework. Transfer students who have not earned a masters degree, may transfer up to 30 credits of previous graduate work. Those transfer students who have completed a masters degree before being admitted to ASU may transfer up to 30 credits that were earned as part of masters degree and an additional 12 credits that were not used to fulfill the masters degree requirements.

Some transfer students who have completed masters theses may not need to complete another masters thesis if the faculty judges the prior master's thesis research as acceptable for a degree in clinical psychology. The decision about transfer credit is made in conjunction with the program director and the student's program advisor.

Admission Schedules. Applications are accepted for admission in the fall semester (which begins mid-August). We do not admit students in the spring or summer.

HOW TO APPLY

Applications are to be submitted by December 15.

Send the following materials to:

Send the following materials to:

**Division of Graduate Studies
Arizona State University
P.O. BOX 871003
Tempe, AZ 85287-1003
<http://www.asu.edu/graduate/>**

- 1) **Your completed application form. This can also be done electronically on the Division of Graduate Studies Web site.**
- 2) **The \$50.00 application fee.**
- 3) **Scores on the Graduate Record Examination, including advanced test in Psychology.**
- 4) **One copies of your official transcript of all previous undergraduate and graduate study.**

Send the following materials to:

*Coordinator of Graduate Admissions
Department of Psychology
Arizona State University
Box 871104
Tempe, AZ 85287-1104*

- 1) *Three letters of recommendation. We prefer that at least persons within the academic community write two of the letters. If you have been away from school for some time, letters from non-academic professionals are acceptable.*
- 2) *A brief statement of purpose (approximately 600 words), describing any prior research training, your professional goals, and the fit between your academic interests and our training program's emphases.*

The enclosed applicant response form.

- 3) *One copy of your transcripts (unofficial) of all previous undergraduate & graduate studies..*
- 4) *One unofficial copy of your GRE scores and percentiles, including advanced test in Psychology.*

NOTE: The department and the clinical training program values diversity among its graduate students.

INTERNSHIPS

A full year internship at the level of APA accreditation is required of all students. Up-to-date reference files of available opportunities are kept in the Psychology Department. In recent years, our students have trained at the following internship centers:

Alberta Hospital Edmonton, Edmonton, Alberta, Canada
Arizona State University, Counseling & Consultation, Tempe, AZ
Atascadero State Hospital, Atascadero, CA
Audie Murphy Memorial VA, San Antonio, TX
Baltimore VAMC, Baltimore, MD
Baylor College of Medicine, Houston, TX
Beth Israel Medical Center, New York
Boulder County Mental Health Center, Boulder, CO
Brown University Internship Consortium, Providence, RI
Center for Behavioral Health, Bloomington, IN
Child & Family Guidance Center, Northridge, CA
Children's Hospital National Medical Center, Washington, D.C.
Children's Memorial Hospital, Chicago, IL
Children's Hospital (OSU), Columbus, OH
Children's Psychiatric Hospital, U. of New Mexico, Albuquerque, NM
Denver General Hospital, Denver, CO
Duke University Medical Center, Durham, NC
Emory University, Atlanta, GA
Fairfield Hills Hospital, Newton, CT
Geisinger Medical Center, Danville, PA
Harvard Medical School, Boston, MA
Indiana University Medical School, Indianapolis, IN
Langley-Porter Neuropsychiatric Institute, San Francisco, CA
Long Beach Healthcare System, Long Beach, CA
Mailman Center for Child Development/University of Miami
Medical College of Pennsylvania, Philadelphia, PA
Medical University of South Carolina, VAMC Consortium, Charleston, SC
Morrison Center, Portland, Oregon
Michael Reese Hospital & Medical Center, Chicago, IL
Northwestern University Medical School, Chicago, IL
Oregon Health Sciences University, Portland, OR
Pacific Clinics, Pasadena, CA
Phoenix Psychology Internship Consortium, Phoenix, AZ
Rush-Presbyterian-St. Luke's Medical Center, Chicago, IL
Rusk Institute, New York University Medical Center, New York
Stanford Children's Hospital, Stanford, CA
Taylor Manor Hospital, Ellicott City, MD
UCLA School of Medicine, Los Angeles, CA
University of California-Davis, Sacramento Medical Center, Sacramento, CA
University of California, San Diego, CA

University of Colorado Health Sciences Center, Denver, CO
University of Illinois School of Medicine, Chicago, IL
University of Kansas Medical Center, Kansas City, KS
University of Maine, Orono, ME
University of Miami School of Medicine, Miami, FL
University of Minnesota Medical School, Minneapolis, MN
University of Missouri Health Sciences Consortium, Columbia, MO
University of North Carolina Medical School, Chapel Hill, NC
University of South Florida, Tampa, FL
University of Texas Health Science Center, San Antonio, TX
University of Texas Medical School, Houston, TX
University of Washington School of Medicine, Seattle, WA
University of Wisconsin, Madison, WI
Veterans Administration Hospital, Palo Alto, CA
Veterans Administration Outpatient Center, Brooklyn, NY
Veterans Administration Hospital, Salt Lake City, UT
VA Puget Sound, Seattle WA
Veterans Administration Hospital, Tucson, AZ
Walter Reed Army Medical Center, Washington, D.C.
Western State Hospital, Tacoma, WA
Western Psychiatric Institute, Pittsburgh, PA
Yale University School of Medicine, New Haven CT