THE UNIVERSITY OF KENTUCKY

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

2000-2001
THE DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

Department of Psychology
University of Kentucky
2000 - 2001

Application Deadline - January 12, 2001

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Thank you for your interest in our program. In this brochure you will find detailed information about the program, faculty, and application procedures. If you have questions, please contact:

**Psychology Department:**

Graduate Admissions Secretary  
Department of Psychology  
125 Kastle Hall  
University of Kentucky  
Lexington, KY 40506-0044  
Phone: (859) 257-6844  
(800) 315-7792  
Email: cahill4@pop.uky.edu  
Web: www.uky.edu/AS/Psychology/

**Graduate School:**

The Graduate School  
351 Patterson Office Tower  
University of Kentucky  
Lexington, KY 40506-0027  
Phone: (859) 257-4905  
Web: www.rgs.uky.edu/gs/gradhome.html

**I. APPLICATION INFORMATION**

Admission to the clinical program is very competitive. We receive 150-250 completed applications and accept 6-8 students per year. Average GRE scores (verbal + quantitative) for admitted students is about 1300. The Psychology Department adheres to University policy and public law prohibiting unfair discrimination on the basis of age, ethnic classification, race, handicap, sex, or veteran status in the provision of educational or employment opportunities and benefits, and is committed to the recruitment and training of minority students.

**Graduate School Admission Requirements**

1. Applicants must hold a baccalaureate degree from a fully accredited college or university. An overall undergraduate grade point average of 2.5 (3.0 for graduate work) is required.

2. International applicants should consult the Graduate School Bulletin for additional application procedures. The Bulletin can be obtained from the address above.

**Departmental Admission Requirements**

Students who have not completed the following undergraduate courses may be required to fulfill these requirements during the first year of study:

a) one course in psychological statistics;  
b) one course in child, personality, abnormal, testing, or social psychology;  
c) one course in experimental methods, sensation-perception, learning, animal behavior, or cognition.

**Application Procedure and Checklist**

The application procedure is time consuming and should be initiated as early as possible. Before any formal action can be taken, all required materials must be received by the Graduate School, which forwards them to the Psychology Department. Please note that you need approval from both the Graduate School and the Department of Psychology to be admitted to the
program; thus it is important to follow the instructions about where to send materials. All files must be complete in the Psychology Department by January 12. If you would like notification that your file is complete, send a self-addressed stamped postcard to the department. Invitations to visit the Department and offers of admission are usually made in writing or by telephone prior to April 1st.

CHECKLIST FOR APPLICATION PROCEDURE

SEND TO THE PSYCHOLOGY DEPARTMENT TOGETHER IN ONE ENVELOPE:

_____ Departmental application: You will find the application in this packet, or you can complete it on-line at www.ukky.edu/AS/Psychology/graduate/clinical.html.

_____ Photocopy of GRE scores: The advanced test for Psychology is optional.

_____ Autobiographical statement: This statement should describe your personal interests, expectations, and goals. It should answer the following questions: What can you see yourself doing 10 years from now? What issues and content areas do you find exciting? What experiences have contributed to your interests? What, if any, research experience have you had? What kind of research would you like to pursue in graduate school?

_____ 3 letters of recommendation: Recommenders should be faculty members or psychologist who know you well. We do not use a standardized form for letters of recommendation. Please have your recommenders seal their letters, sign across the seal, and return them TO YOU. Mail all the letters together with the other materials.

_____ Photocopies of transcripts: One photocopy of all college transcripts should be sent to the Department. Do not send photocopies to the Graduate School.

SEND TO THE GRADUATE SCHOOL (351 PATTIERSON OFFICE TOWER):

_____ Graduate School Application: This form is enclosed, or you may complete it on-line at the Graduate School’s website, above.

_____ Application fee: The fee is $30 for domestic applicants and $35 for international applicants. A check or money order made payable to The University of Kentucky should accompany the completed Graduate School application.

_____ Official GRE scores (2 copies): Arrange to have the Educational Testing Service send two official copies of your Graduate Record Examination to the Graduate School. No photocopies will be accepted by the Graduate School.

_____ Official transcripts (2 copies): Have two official transcripts sent directly to the Graduate School from your college or university. No student copies will be accepted.

II. Training Model
Since the 1949 Boulder Conference on Graduate Training in Clinical Psychology, the integration of research findings and clinical practice has been an important goal for the field. The Clinical Program at the University of Kentucky strongly endorses this model and trains its students to be competent researchers, critical consumers of the scientific literature, and practitioners who depend on empirical findings to guide their applied activities. To accomplish these goals, the program provides students with training experiences in a broad range of topics in clinical research and science-based practice. Training modalities include course work, practicum placements in a variety of clinical settings, and research training under the mentorship of the faculty. The integration of science and practice is modeled by the clinical faculty and emphasized in course work and clinical supervision.

We anticipate that students will enter the program with varied professional goals, including research, teaching, and delivery of clinical services. The program offers sufficient flexibility that training can be tailored to support these goals. While all students receive rigorous training in the fundamentals of both research and practice, many students emphasize one area more than another. In addition, classroom teaching and supervisory experiences are available to clinical students. Ongoing conversations between students, their advisors, other faculty members, and other professional psychologists assist students in clarifying their professional goals and tailoring their training to support them. It is our goal to train students to bring an empirical, science-based approach to all of their professional activities, regardless of their ultimate career paths.

III. Requirements for Degree Completion

A. Course work

The required courses for all clinical students are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Clinical Psychology (PSY 629)</td>
<td>2</td>
</tr>
<tr>
<td>Psychological Assessment &amp; Practicum (PSY 630, 631, 632, 633)</td>
<td>8</td>
</tr>
<tr>
<td>Systems of Psychotherapy (PSY 636)</td>
<td>3</td>
</tr>
<tr>
<td>Psychopathology (PSY 603)</td>
<td>3</td>
</tr>
<tr>
<td>Personality (PSY 622)</td>
<td>3</td>
</tr>
<tr>
<td>Psychological Statistics (PSY 610 and 611)</td>
<td>6</td>
</tr>
<tr>
<td>Research Design in Clinical Psychology (PSY 616)</td>
<td>3</td>
</tr>
<tr>
<td>Ethics (PSY 710)</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Psychological Assessment &amp; Intervention (PSY 637)</td>
<td>11+</td>
</tr>
<tr>
<td>Two advanced clinical seminars (PSY 710)</td>
<td>6</td>
</tr>
<tr>
<td>Other seminars to fulfill biological, cognitive/affective, and social bases of behavior requirements</td>
<td>6</td>
</tr>
<tr>
<td>PSY 708 (Internship)</td>
<td>3</td>
</tr>
</tbody>
</table>

History and Systems (PSY 620) and a multicultural course (PSY 710 or EDP 616) are strongly recommended, but not required. Most students will complete elective courses in addition to those listed above.

Waiver of course requirements for graduate work completed elsewhere is arranged on a
course-by-course basis with individual instructors.

B. Research

Students are strongly encouraged to participate in research projects throughout their time in the program. Completion of an empirical Master’s thesis by the end of the Fall semester of the third year is required. The thesis provides an opportunity to learn basic research skills under the individual mentorship of a faculty member. Students also must complete a dissertation. The dissertation provides an opportunity to learn more advanced research skills and to function with greater independence as a researcher.

C. Clinical Activity

Beginning in their second year, students are required to maintain an ongoing caseload at the department’s Psychological Services Center (PSC). Individual and group supervision are provided. Clinical placements in a variety of university based and community agencies (described later) also are available. Typically, these involve 20 hours per week for one year of supervised clinical activities, including assessment, therapy, and/or consultation. Most students will complete at least two clinical placements during their training.

D. Qualifying Examination

The qualifying exam includes written and oral components. Two options for the written component are available. One is a sit-down exam covering the content areas of Assessment, Ethics, Personality, Psychopathology, Psychotherapy, and Research Design and Methods. The other option is to write a review paper or meta-analysis on the planned topic of the student’s dissertation. The written component is completed at the end of the summer following the third year, after the student has completed the Master’s thesis and required course work. The oral component occurs within six weeks of completion of the written component, and covers the areas listed above, as well as the student’s review paper, if applicable.

E. Internship

The Clinical Program requires the completion of an APA-approved clinical internship.

IV. Curriculum

The curriculum provides broad coverage in traditional and contemporary science-based aspects of clinical psychology, as well as flexibility in choice of electives after the first year. The student and the student’s advisor develop a plan of study most relevant to the student’s interests. Areas students might emphasize include aging, assessment, child clinical psychology, health psychology, minority mental health, neuropsychology, personality, psychopathology/diagnosis, psychotherapy, research methodologies, and substance abuse. Topics related to racial and ethnic diversity are covered throughout the curriculum.
A. **Sample Schedule** (illustration of curriculum)

### First Year

<table>
<thead>
<tr>
<th><strong>Fall Semester</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological Statistics I (PSY 610)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Clinical Psychology (Interviewing) (PSY 629)</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Methodology I (Assessment I) (PSY 630)</td>
<td>2</td>
</tr>
<tr>
<td>Practicum in Clinical Methodology I (Assessment) (PSY 631)</td>
<td>2</td>
</tr>
<tr>
<td>Psychopathology (PSY 603)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Semester**

| **Psychological Statistics II (PSY 611)**             | 3           |
| Clinical Methodology II (Assessment II) (PSY 632)    | 2           |
| Research Design in Clinical Psychology (PSY 616)      | 3           |
| Proseminar in Personality (PSY 622)                  | 3           |

### Second Year

<table>
<thead>
<tr>
<th><strong>Fall Semester</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems of Psychotherapy (PSY 636)</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Psychological Assessment &amp; Intervention (PSY 637)</td>
<td>1</td>
</tr>
<tr>
<td>One proseminar or seminar (PSY 620 series)</td>
<td>3</td>
</tr>
<tr>
<td>Master’s Thesis Research (PSY 790)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Spring Semester**

| **One advanced clinical seminar (PSY 710)**           | 3           |
| One proseminar or seminar (PSY 620 series)            | 3           |
| Master’s Thesis Research (PSY 790)                    | 2           |
| Practicum in Psychological Assessment & Intervention (PSY 637) | 1           |

**Summer Semester**

| **Practicum in Psychological Assessment & Intervention (PSY 637)** | 1           |

### Third Year

<table>
<thead>
<tr>
<th><strong>Fall Semester</strong></th>
<th><strong>Credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>One advanced clinical seminar (PSY 710)</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Psychological Assessment &amp; Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Master’s Thesis Research (PSY 790)</td>
<td>2</td>
</tr>
<tr>
<td>PSY 710 (Ethics)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Semester**

| **PSY 710, Master’s thesis research or other elective** | 3           |
| One proseminar or seminar                              | 3           |
| Practicum in Psychological Assessment & Intervention   | 3           |

**Summer Semester**

| **Practicum in Psych. Assessment & Intervention (PSY 637)** | 1           |
| Qualifying Examination                                   |             |

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Fourth Year

**Fall Semester**
- Practicum in Psych. Assessment & Intervention 3
- Dissertation Research Hours 6

**Spring Semester**
- Practicum in Psych. Assessment & Intervention 3
- Dissertation Research Hours 6

**Summer Semester**
- Practicum in Psych. Assessment & Intervention 1

Fifth Year

Clinical Internship

B. **Specializations**

The program offers optional specialized training in Health Psychology and Neuropsychology.

1. **Health Psychology Concentration**

This concentration is offered through collaboration between the Department of Psychology and the Department of Behavioral Science in the University of Kentucky Medical Center. NIMH stipends, fellowships, or graduate assistantships are available through the Department of Behavioral Science for clinical students pursuing an interest in Health Psychology. Clinical students wishing to be certified as having specialized in Health Psychology must fulfill the following academic, practicum, and research requirements.

- **a) Academic requirements:** six courses or 18 credit hours. There are two required courses:
  - BSC 626 (same as PSY 626): Survey of Health Psychology
  - PSY 627: Proseminar in Physiological Psychology

Two additional courses from the Department of Behavioral Science are required. These can be of the student's choosing, in consultation with his/her advisor, and can reflect specific areas of interest (e.g., stress, psychosocial oncology, behavioral factors in health and disease, etc.)

No more than 9 of the 18 required hours can be fulfilled through courses taken elsewhere.

- **b) Research requirements:** At least one research project in the field of Health Psychology must be completed. Thesis and dissertation research are the most obvious means of fulfilling this requirement, although an independent research project would also be sufficient. It is assumed that, in the case of theses or dissertations, a member of the Behavioral Science Department will serve on the committee.

- **c) Clinical requirements:** Students in the clinical program must also complete 500 hours of
relevant (e.g., health-oriented) clinical practicum experience. This is equivalent to one year of a 10-hour per week placement. Such placements should reflect the student's interests and can include Cardinal Hill Hospital, various departments in the medical center, or other relevant placement opportunities.

Health Psychology Advisory Committee: One faculty member from the Psychology Department and one from Behavioral Science will be appointed by the respective chairs to serve as an advisory committee to determine whether a student has fulfilled the academic, research, and clinical requirements for a Specialization in Health Psychology. The committee is the final arbiter in determining whether specific courses, research topics, and clinical experiences fulfill the requirements described above. Similarly, the committee determines which courses taken at another university can count toward the specialization. The research and clinical requirements must be fulfilled at UK.

2. Neuropsychology Concentration

The program offers a concentration in Clinical Neuropsychology. This concentration is organized to meet the INS/Division 40 guidelines for doctoral training clinical psychology, and is intended to prepare graduate students for internships and post-doctoral fellowships in clinical neuropsychology. Several neuropsychologists, some within the university and some from local clinical agencies, are affiliated with the concentration.

Because of the substantial additional course requirements (approximately 15 hours) and other experiences necessary to meet the INS/Division 40 guidelines, the clinical neuropsychology program will typically require at least 5 years of graduate training prior to the internship. However, because research training is an important component of the concentration, students should complete the dissertation prior to internship, and hence, be able to complete the Ph.D. in 6 years. Although the program only guarantees support for the first 4 years, in practice, all 5th year students desiring support through the department have obtained it in recent years.

A number of training sites feature neuropsychological experience, including Cardinal Hill Rehabilitation Hospital, the Departments of Psychiatry and Neurology and the Aging Center at the UK Medical Center, the Veteran's Administration Medical Center, Eastern State Hospital, and the Harris Psychological Services Center.

A detailed description of the Neuropsychology Concentration is available. For further information please contact Dr. David T. R. Berry, Ph.D, at the departmental address listed on page 2 of this brochure.

V. Faculty, Students, Facilities, & Resources

A. Faculty Interests

The clinical faculty actively model their commitment to integrating research and clinical practice. Many serve on the editorial boards of scholarly journals in clinical psychology and related fields. Several have received substantial research grants from federal agencies in recent years. All have excellent clinical as well as research skills.
Interests of core clinical faculty and recent publications are described below:

**Baer, Ruth A., Ph.D.**, West Virginia University, 1985; Associate Professor & Director of Clinical Training Program

I am interested in the validity of self-report psychological tests. My research investigates the detection of response biases, including malingering, underreporting, and random responding, on psychological tests including the MMPI-2, MMPI-A, and NEO-PI-R. Recent studies have examined the utility of validity scales in detecting these biases, and the effects of information and incentives on the ability of individuals to misrepresent themselves on psychological tests without being detected.

Clinically, I am interested in outpatient therapy with a variety of children and adults, including dialectical behavior therapy. My orientation is primarily cognitive-behavioral, although I am interested in the integration of concepts and techniques from other approaches.


**Berry, David T.R., Ph.D.**, University of Florida, 1985; Professor

My primary research area is in brain-behavior relationships. I am interested in the brain and the manner in which it influences and interacts with behavior. Another area of great interest to me is the MMPI-2, particularly the standard and supplementary validity scales. Clinically, I am primarily interested in neuropsychological assessment of brain-injured individuals in a variety of settings.


**Brown, Tamara L., Ph.D.**, University of Illinois-Urbana Champaign, 1996; Assistant Professor

My research interests fall at the interface of clinical psychology and social psychology and, broadly defined, pertain to minority mental health issues and to the application of ecological models and approaches in working with adolescents and young adults. Three specific examples of this research are worth noting: (1) Since minority populations tend to underutilize formal mental health services, their psychological needs often go unmet. Thus, I am interested in exploring factors related to service utilization, help-seeking behavior, premature termination from treatment, and cultural competence, and in developing and evaluating clinical interventions for minority clients. (2) Few researchers have taken an ecological approach to study the outcomes of child maltreatment and trauma exposure. I am interested in examining the link between trauma exposure (e.g., experiencing abuse, witnessing community violence) and psychological and behavioral outcomes, paying particular attention to the child, family, and sociocultural aspects of trauma that are related to outcomes. (3) We have an imprecise understanding of how
to decrease attrition and increase graduation rates among minority students attending predominantly White institutions. I am, therefore, interested in using a longitudinal approach to explore how contextual variables influence the psychological functioning and adjustment of minority college students and how that relationship changes over time.


Carlson, Charles R., Ph.D., Vanderbilt University, 1983; Associate Professor.

My work focuses on the application of self-regulation strategies for the management of physical disorders involving regions of the body innervated by the trigeminal nerve. The broad, long-term objective of my research program has been to understand the linkages between emotional states and physical health. My early research career focused on exploring the influence of positive emotion, or happiness, on social behavior and perceptual processes. Later, my clinical interests in emotional dysregulation and effects on physical health were the impetus for my research with relaxation and other self-regulation strategies for the management of chronic pains. The work with persons reporting pain in trigeminally-mediated regions of the body has identified self-report anxiety and sympathetic overresponsivity during laboratory challenge as a marker for distinguishing these individuals from normal controls. It is our hypothesis that muscle pain disorders in the trigeminal region can be managed by self-regulation strategies targeting the control of fatigue, pain, and anxiety.

In summary, my research has been directed at the interface between emotional processes and physical health. Each study has contributed to a growing database establishing the mechanisms and outcomes of the emotion-health linkage. My primary research objective over the next five years is to continue systematic exploration of the psychological and physiological parameters associated with the development and treatment of pain disorders in regions of the body influenced by the trigeminal nerve.

My clinical interests follow directly from my research program and involve the provision of self-regulation therapies to persons with physiological disorders. Much of this work centers on those with chronic pain disorders of the face and neck regions.


Giancola, Peter R., Ph.D., University of Georgia, 1996; Assistant Professor.

My research program is directed at investigating: (1) factors underlying the relation between acute alcohol consumption and aggressive behavior, (2) neuropsychological correlates of aggression, and (3) risk factors for substance abuse. Recent data from my research show that low executive cognitive functioning (ECF; [higher-order cognitive processes]) is a good predictor of aggression and may possibly moderate and mediate the alcohol-aggression relation. Other data indicate that low ECF and heightened aggression are also involved in the development of substance use disorders. Future research will be directed at further developing these and other related lines of study.

My clinical background is cognitive-behavioral. I have interests in assessment, diagnosis, and case conceptualization.


Lynam, Donald R., Ph.D., University of Wisconsin - Madison, 1995; Assistant Professor.

I consider myself a developmental psychopathologist and criminologist. My research investigates problem behaviors (e.g., antisocial behavior, psychopathy, and substance use) across the life course, from their earliest childhood manifestations to their adult presentations. My research maintains a strong focus on the role of individual differences in intelligence, neuropsychological functioning, and personality on the development and maintenance of these behaviors. In addition, my research is concerned with the developmental and static mechanisms by which these individual differences exert their effects on behavior, how social and developmental contexts modify the relations between individual differences and behavior, and how these individual differences and the associated behaviors change or remain stable across time. In pursuing these interests, I draw on perspectives and methods from relatively diverse areas of study, including clinical psychology, personality psychology, developmental psychology, criminology, and sociology.


Milich, Richard S., Ph.D., Washington University, 1976; Professor and Associate Chair.
My primary research interests are concerned with childhood behavior problems, especially attention deficit hyperactivity disorder (ADHD; i.e., hyperactivity) and conduct disorder (CD). Specific research studies have focused on examinations of the peer relations of ADHD and CD children, the communication patterns of ADHD and learning disabled (LD) children, the effects of sugar ingestion on ADHD children, the effects of stimulant medication and reinforcement schedules on the academic performance of ADHD children, and ADHD children's attributions for and evaluations of their performance on medication versus placebo. Recent investigations in which graduate students have been involved include an examination of the effects of expectancies on children's interactions, as well as a comparison of the television viewing and comprehension of ADHD and normal children. I am currently supervising dissertations dealing with the attribution for failure of LD children, and the effects of failure experiences on ADHD children.

My clinical interests are in the area of the modification of disordered child behavior. My primary focus is on parent and teacher training in behavior management skills, and social skills groups among children.


Neitzel, Michael T., Ph.D., University of Illinois, 1973; Professor and Dean of the Graduate School

My current research activities are organized under two general categories. I. Forensic psychology: Topics of recent interest to me include the assessment and management of dangerous clients, the study of legal procedures, and the application of psychological principles to law enforcement. II. Evaluation of community-based interventions for the chronically mentally ill.

My clinical interests focus on the assessment of individuals with forensic implications (e.g., competence, criminal responsibility, and psychological damages following trauma) and psychotherapy with adults, especially those with anxiety disorders.


Segerstrom, Suzanne, Ph.D., University of California, Los Angeles, 1997, Assistant Professor

My research interest is in how psychosocial factors influence physiology, especially the autonomic nervous
system and the immune system (psychoneuroimmunology). I am particularly interested in how individual differences can influence the immune response to stressors. For example, recent investigations have examined the effect of optimism on the immune response to an academic stressor and the effects of worry on immune responses to traumatic stress and phobic fear.

Clinically, I am interested in cognitive-behavioral treatments, primarily for anxiety disorders.


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**Smith, Gregory T., Ph.D., Wayne State University, 1985; Associate Professor.**

My primary research focus has been on personality, learning, and the etiology of addictive behaviors, particularly the process by which children and adolescents come to acquire addictive problems. The first phase of this research focused on identifying social learning factors that place youth at risk for alcohol abuse. That work included several studies, including a 5-year longitudinal study of learning factors which predict the onset of problem drinking during adolescence and a series of investigations of learning-based risk factors among grade school children. Recently my graduate students and I have developed a model of risk that describes how personality factors, such as impulsivity, affect the learning process and hence increase risk for alcohol abuse. Finally, I am applying similar models to the study of risk for eating disorder: several dissertations and masters theses have now been completed that study personality and learning risk factors for eating disorders, and the first manuscripts are now being published.

My clinical interests include individual psychotherapy with adults and adolescents, marital therapy, and group psychotherapy. I take an approach that attempts to integrate psychodynamic, developmental, family systems, and behavioral perspectives.


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**Widiger, Thomas A., Ph.D., Miami University, 1981; Professor.**

My research activities are in the area of psychopathology, focusing on such topics as personality disorders, gender biases, diagnosis, assessment, and classification. Ongoing studies in which graduate students are involved include the validity of the DSM-IV, gender biases in the judgment of mental health, the validity of personality disorder self-report inventories and semistructured interviews, dimensional models of personality disorder, and the five-factor model of personality.

My clinical interests include ethical and legal issues, and individual psychotherapy for personality, mood and
anxiety disorders. My theoretical orientation is eclectic, with an emphasis on the psychodynamic and
cognitive-behavioral perspectives.


Conclusions and controversies of DSM-IV. Psychological Bulletin, 123, 260-278.

Psychology.


B. Characteristics of Students

The clinical program receives 150-250 completed applications annually. We accept 6-8
students per year from all areas of the nation. We maintain a commitment to affirmative action
and actively recruit students from diverse racial and ethnic backgrounds. About 60% of our
current students are female and 22% are of racial or ethnic minority background.

C. Clinical Placements and Training Facilities

The program operates the Psychological Services Center (PSC), an outpatient clinic serving
clients from the local community as well as the University. The PSC provides child, adult,
marital, and family therapy, a variety of group therapies, and psychological evaluations. The
clinic is staffed by clinical psychology graduate students who begin seeing clients at the PSC in
their second year and carry a case load of at least two clients at the PSC thereafter. Individual
and group supervision is provided by the clinical faculty and by selected professionals from the
community. Empirically based therapist are heavily emphasized. All therapy rooms at the PSC
are equipped with videotaping systems, and tapes are routinely used for supervisory and
instructional purposes.

A number of funded positions within the community and on campus are also available. These
positions typically involve 9-12 months (10-20 hours per week) of supervised clinical activity
including psychotherapy, psychological testing, consultation, and case conferences. The
selection of placements offers exposure to diverse clinical populations including children,
adolescents, adults, couples, and families, the severely mentally ill, criminal offenders, and
medical patients. Settings include community mental health centers, a state hospital,
rehabilitation hospital, prison, and departments in the UK Medical Center, including Behavioral
Sciences, Psychiatry, and the College of Dentistry. Experience with ethnically and racially
diverse populations is available at several of these sites.

D. Research Training

Research training begins with course work, including statistics and research design. Students
are encouraged to become involved with a research project under the mentorship of a faculty
member during their first year. Research training continues with the Master's thesis, and
culminates with the dissertation. Students are encouraged to become involved with additional research, especially if they are considering academic careers. All clinical faculty members engage in individual research mentorship of clinical students. Faculty members in other areas within the Psychology Department (Cognitive, Developmental, Neurosciences, Social) often collaborate with clinical faculty and students, and may serve on clinical students’ thesis and dissertation committees. In addition, faculty members from other departments within the university, including Behavioral Science, Psychiatry, Neurology, and Pediatrics, often work with clinical students on research projects. Settings in which students have conducted research projects include these departments, as well as the Psychological Services Center (PSC), the University’s Center on Aging, a state hospital, a rehabilitation hospital, local mental health centers, and the public school system. Excellent computing resources within the Psychology Department and at the nearby Computing Center provide strong support for research training.

E. Financial support

The primary sources of financial support for clinical students are Teaching Assistantships (TA’s), stipends from clinical placements, Research Assistantships (RA’s) and University Fellowships. Most first-year students are supported with TA’s. The current TA stipend is $10,000 and is paid over 10 months. TA’s also cover tuition. Students awarded a TA are expected to devote 20 hours per week to assisting with an undergraduate course. TA’s are available to students at any point in the program. Those who have passed the Qualifying Exam are eligible to teach an undergraduate course independently.

After the first year in the program, some students are supported by stipends paid by their practicum placement sites. Stipends vary, and tuition generally is not covered, although the out-of-state portion of the tuition is usually waived.

Students may also be supported with Research assistantships (RA’s), which are available when faculty members have obtained research grants that include such funding. Stipends vary, and tuition often is covered.

The University offers several fellowships for which clinical students may apply. Although these fellowships are highly competitive, clinical students have had considerable success in obtaining them. Fellowships currently pay a stipend of $10,000 - $15,000 and cover tuition. The University’s commitment to affirmative action includes a fellowship program for minority students. The clinical Program has been very successful in obtaining these fellowships for minority students.

Funds also are available to support expenses incurred in conducting the dissertation, such as purchase of equipment, supplies, postage, duplicating, and payment of research participants. Travel funds are available to support graduate students traveling to professional conferences to present papers.

VI. Outcomes

A. Competencies

Clinical students can expect to gain competencies in the fundamentals of both research and clinical practice, including professional ethics, as well as undergraduate teaching experience, as
they progress through the program, and should be ready for entry level positions in clinical practice, research, or teaching when they graduate. Students are strongly encouraged to clarify their professional goals, and are assisted by the faculty in this process, in order to gain more advanced and specialized experiences during their training that will facilitate their pursuit of their desired career paths. As noted above, advanced and specialized training experiences are available in a variety of areas. These include, but are not limited to:

- advanced research and statistical methodologies, and extensive experience in conducting empirical research projects, meta-analyses, and review papers;
- research and practice in health psychology and neuropsychology;
- assessment of varied populations, including children, adolescents, adults, and elderly adults with a variety of diagnoses:
  - psychological interventions with varied populations, including children, adolescents, adults, couples, families, the severely mentally ill, inpatients, and outpatients;
  - psychological interventions from a variety of theoretical orientations, including empirically based group and individual treatment with children and adults with a variety of diagnoses;
- independent teaching experience;
- administrative experience.

B. Graduation and Attrition

An average of 8 students per year have graduated since 1991. The modal duration of training is 6 years. Attrition has been low, averaging less than one student per year.

C. Internship and Post-doctoral Fellowship Acquisition

In recent years, nearly all of our students applying for internship have received offers from their first or second choice internship sites, many of which are among the most competitive nationwide. Sites at which our students have interned in recent years include:

- Beth Israel Hospital, Boston, MA
- Children’s Memorial Hospital, Chicago
- Dartmouth Medical School
- Duke University Medical Center
- Kaiser Permanente Medical Center
- Medical College of Virginia
- Oregon Health Sciences University, Portland OR
- Palo Alto VA
- Rush Presbyterian St. Luke’s Medical Center, Chicago
- University of California, San Diego
- University of Chicago Medical Center
- University of Florida Health Sciences Center
- University of Mississippi Medical Center
University of North Carolina, Chapel Hill
University of Oklahoma Health Sciences Center
University of Texas/Houston Health Sciences Center
University of Texas Medical Branch, Galveston
University of Washington Health Sciences Center
University of Wisconsin Health Sciences Center
US Air Force
US Navy
Western Psychiatric Institute and Clinic/University of Pittsburgh School of Medicine

Sites at which our recent graduates have obtained post-doctoral fellowships include:

Beth Israel Hospital, Boston, MA
Barrow Neurological Institute, Phoenix, AZ
Children’s Memorial Hospital, Chicago
Cleveland Clinic
Dartmouth-Hitchcock Medical Center
Duke University Medical Center
Emory University Medical School (Dept of Psychiatry), Atlanta, GA
Kaiser Permanente Medical Center, Fremont, CA
Oregon Health Sciences University, Portland OR
Menninger Clinic, Topeka, KS
San Francisco VA Medical Center
University of Chicago, Department of Psychiatry
University of Cincinnati Medical Center
University of Iowa
University of Massachusetts, Department of Behavioral Medicine
Yale University Medical Center

D. Initial job acquisition

Virtually all of our program’s graduates find jobs promptly upon completing their training. Sites at which our graduates have accepted positions in recent years include:

Barrow Neurological Institute, Phoenix, AZ
Cardinal Hill Hospital, Lexington, KY
Medical University of South Carolina, Charleston, SC
Menninger Clinic, Topeka, KS
Metropolitan Hospital, Waltham MA
Ohio Department of Youth Services
Ohio State University College of Medicine
Rochester City School District, Rochester, NY
Rush Presbyterian St. Lukes Medical Center
University of Dayton
University of Florida Health Sciences Center
University of Oklahoma Health Sciences Center
University of Texas (Austin) Student Counseling Center
US Navy
Valley Child Guidance Clinic, Palmdale, CA
Vanderbilt University
Washington State University
West Side Veterans Administration Medical Center, Chicago