

# The University of Connecticut

## Graduate Program in Clinical Psychology

2009-2010

Department of Psychology  
University of Connecticut  
406 Babbidge Road, Unit 1020  
Storrs, CT 06269-1020

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<http://web.uconn.edu/psychology/>

**Thank you for your interest in our Program.** The University of Connecticut is located in Storrs, a small, quiet, rural community in the northeastern quadrant of the state, approximately 20 miles from Hartford, 90 miles southwest of Boston, and about 150 miles northeast of New York. There are approximately 16,000 undergraduates and 6,000 graduates at the Storrs campus. Graduate dorms are available, as are a large variety of private rental units. The University provides many cultural activities and attracts top-flight entertainment. Outdoor sporting and recreational opportunities abound.

The Clinical Psychology Program is one of six divisions within the Department of Psychology. The clinical faculty is committed to advancing scientific knowledge in applied clinical areas. Our Program centers on a commitment to scholarship and emphasizes the significant role played by theoretical and empirical knowledge in understanding complex human behavior. The faculty share the belief that scientific methodology represents the essential underpinnings of all activities engaged in by professional practitioners. The faculty also shares a commitment to furthering their own professional expertise as well as to expanding the knowledge basis of the discipline of clinical psychology. ***We are particularly proud of the fact that six of our clinical faculty members have been recognized as outstanding educators by a variety of university and national organizations.***

The mission of the Program is to train psychologists who can use psychological theory and methods of empirical inquiry with sophistication. Program objectives are to graduate new generations of professionals who (a) possess specialized and expert knowledge about multiple areas of normal and abnormal psychological functioning, (b) can create and implement innovative psychological strategies and procedures that will help to promote human welfare, (c) can evaluate the efficacy of such innovative approaches, (d) hold self-critical and self-corrective attitudes toward all their scientific and clinical endeavors, and (e) will promote scientific and professional excellence.

**THE APPLICATION DEADLINE FOR THE CLINICAL PSYCHOLOGY GRADUATE PROGRAM IS DECEMBER 1 – THERE IS ONLY FALL ADMISSION.**

## Our Program As An Intentional Learning Community

Our Program represents an intentional learning community. In creating such a community, individual faculty and students relinquish some of their autonomy in order to pursue shared ideals. These ideals are operationalized in a coherent curriculum of study, standardized learning and evaluative activities, and shared codes of conduct involving fairness, compassion, and respect. Our learning community is more than the sum of its individual members; it has a history, a culture, and many rich and long-standing traditions, all of which are designed to promote the maximal development of both faculty and students. Some of our more salient traditions are:

1. faculty and students embrace the *Ethical Principles of Psychologists* (American Psychological Association, 2003) in our professional activities. We use the standards and ideals embodied in this document as a means of guiding our interactions and working out differences;
2. faculty treat one another and students in a dignified, collegial manner that respects our commonalities, our diversities, and our uniqueness. We do our best to be fair and impartial in evaluating one another and in our efforts to allocate resources;
3. governance of the Program is shared between faculty and students. Although the faculty remain ultimately responsible for all aspects of Program functioning, student input is continually sought about all but personnel decisions;
4. faculty attempt to deal with problems that students may manifest, with compassion and fairness; our procedures are designed to meet due process rights of students;
5. faculty and students are encouraged to take appropriate risks in developing new professional skills, with the consultation of our peers and more experienced mentors. We continually renegotiate our commitments with one another as we face changing life circumstances. We avoid being avoidant;
6. we believe that “good mentoring will produce good mentors” and we maintain mutually supportive welcoming contacts with our students during their stay with us and long after they have completed the Program.

The Program has been accredited by the American Psychological Association [750 First Street, NE, Washington, D.C. 20002-4242; (202) 336-5979; [www.apa.org/ed/accreditation.html](http://www.apa.org/ed/accreditation.html)] continuously since 1951. **Accreditation** is a voluntary process in which **educational institutions** demonstrate that they meet particular standards that the dominant professional association deems necessary to ensure a high quality of professional training. Being accredited means that our Program must meet 8 criteria, some of which include having a coherent model of professional training, a clearly identifiable core faculty, clear lines of leadership and accountability, adequate space and resources, respectful interpersonal relationships, a steady influx of students, a coherent and graduated curriculum, and training experiences that recognize human commonalities and diversity.

## General Description of the Program

The Program is organized to provide a thorough grounding in major methods of empirical inquiry. Scientific method is considered the cornerstone upon which clinical knowledge is advanced and clinical skills are developed. Research requirements are not regarded as hurdles to be surmounted in areas apart from the real-life dilemmas encountered by practitioners. Rather, the Program attempts to stimulate interest in research related to complex clinical and social problems. Similarly, contemporary clinical skills are taught within the context of relevant theory and empirical data.

The Program aims to establish basic competence in academic, research, and clinical pursuits, with individual student interests being critical determinants of future professional development. Our history indicates that about 75% of our graduates work in public sector settings. In these contexts, they have proven equally capable of conducting full-time research, teaching, carrying full time clinical duties, or combining these activities. Many of our graduates who work in clinical settings gravitate toward broadly-defined educational, administrative, and training responsibilities. Our ultimate goal is to train psychologists who bring self-critical, thoughtful sophistication to positions of leadership.

Seven to nine new students are admitted to the clinical psychology Program each year. The Program encourages diversity in ethnicity, race, gender, physical challenge, and sexual and gender identity. At any given time, there are between 40 and 50 students in the Program, which can be completed in five years of full-time study. **The Program does not accept students on a part-time basis.** The course of study requires a research M.A. thesis or its equivalent, a research doctoral dissertation, a written general examination, and a one-year block internship. Students who enter the Program with an M.A. that did not require a research thesis will be expected to meet an equivalent research requirement. A more detailed description of the academic, research, and clinical components of the curriculum follows.

**Academic and Clinical Training:** The course sequence is graduated in complexity to promote integration of didactically-obtained knowledge, psychological theory, research methods, and practical clinical skills. It also permits maximum flexibility for students to pursue specialized areas of interest within the constraints of (a) fulfilling APA "distribution" requirements (i.e., coverage in history and systems of psychology, biological bases of behavior, cognitive-affective bases of behavior, social-ethnic-cultural bases of behavior, individual differences, and ethics), (b) ensuring that every student obtains enough clinical experiences to be competitive for internships (our students obtain, on average, around 1,200 hours), and (c) providing exposure to multiple aspects of diversity. The curriculum anticipates the possibility that students will be required to commit to two-year internships following completion of their dissertations. The course sequence permits students to accrue knowledge of and experience with specialized neuropsychological assessments, empirically validated methods of psychotherapy, as well as supervised experience as supervisors of less advanced students. An overview of our typical course sequence is provided at the end of the brochure.

During their **first year**, students take two courses in statistics, and courses in research design, child psychopathology, adult psychopathology, and personality theory. These didactic courses are complemented by a yearlong sequence that provides supervised experience in clinical interviewing, intellectual assessment (emphasized in the first semester) and personality assessment (emphasized during the second semester). As soon as initial skills are mastered, students administer, score and interpret intellectual and personality tests on varied populations of children and adults in the Psychological Services Clinic. In addition, first-year students are assigned to vertical psychotherapy teams in which they observe the psychotherapeutic activities of more advanced students and begin conducting interviews and assessments as they demonstrate the competencies to do so.

During the **second year**, students take “Professional Issues in Clinical Psychology,” covering relationships among law, ethics, and psychological practice. They also take “Empirically Validated Methods of Psychotherapy” and “Methods of Child and Family Psychotherapy,” didactic psychotherapy courses that include demonstrations and practical experiences, which complement exposure to relevant theoretical and empirical underpinnings. Our students also complete distribution requirements in non-clinical areas, such as social, cognitive, or physiological bases of behavior. Completion of “Foundations of Neuropsychology,” for example, fulfills an APA distribution requirement in “physiological bases of behavior” and provides a foundation for a more specialized course in neuropsychological assessment and a companion practicum course in neuropsychological assessment that students often take in the fourth semester. The department also offers a specialized Health Psychology Certificate and students interested in obtaining the certificate can take “Clinical Health Psychology.”

Additionally, during the second year, psychotherapeutic skills are taught and sharpened through participation in one of two practica -- “Adult Psychotherapy” or “Child and Family Psychotherapy.” Both practica run throughout the year under the administrative umbrella of the Psychological Services Clinic. Each practicum is organized as a vertical clinical team, which is composed of students from the first, second, and third years of training as well as fourth- or fifth-year student supervisors. The vertical clinical team is supervised by core clinical faculty (or carefully selected and experienced area psychologists who serve as adjunct faculty), with the assistance of advanced graduate students who themselves receive didactic and practical training in clinical supervision. Second- and third-year students on vertical clinical teams treat clients coming to the Psychological Services Clinic. In these practica, students are challenged to apply what they have learned from their didactic courses in developing efficacious interventions. Students are also expected to have an approved masters proposal by the end of their second year.

During the **third year**, students are expected to complete “The Psychology of Ethnic Minorities.” This “diversity” course examines processes of prejudice, discrimination, identity development, and majority privilege as well as the mental health needs of underserved populations. Another year long practicum in Adult or Child/Family Psychotherapy is required of third year students. ***The Adult Psychotherapy Practicum is required of all students while the Child and Family Psychotherapy Practicum is optional.*** Thus, students will complete either two years of Adult Practica or one year of Adult and one year of Child/Family Practicum. The Program also offers specialized training in neuropsychology. The structure and content of the clinical neuropsychology concentration is shaped by the “Houston guidelines” and requires coursework and practica in addition to the general program requirements.

Students also must pass a comprehensive general examination that qualifies them officially for doctoral study. This examination is typically taken during students' third year in the Program. In order to move on to more advanced level training such as internship, supervision, and teaching, students must complete their Masters.

During the **fourth year**, students who remain on campus may enroll in either a “Clerkship in Clinical Psychology” or a two-course package containing “Didactics of Supervision and Consultation” and “Practicum in Clinical Supervision”. Clerkships are mini-internships, where students work as psychological assessors and psychotherapists in local hospitals, clinics, schools and social service agencies for about 16 hours a week. Supervision of students' activities on clerkship is shared by agency-affiliated psychologists and core clinical faculty.

“Didactics of Supervision and Consultation” introduces advanced students to theories and empirical findings relevant to providing clinical supervision and expert consultation. Students who serve as supervisors on vertical clinical teams enroll in this course as well as a year-long “Practicum in Clinical Supervision”. In this practicum, students' work as beginning supervisors of less advanced students is guided and evaluated by core faculty. All of our students take clerkships and 4 to 5 annually also take the supervision sequence.

The final clinical requirement for the Ph.D. in Clinical Psychology is completion of a yearlong block internship away from campus. Our students routinely apply to internship sites all around the country. Currently, about half of our students complete the internship during the 5<sup>th</sup> year; however, this number has continued to decrease as more and more students opt to complete the internship during their 6<sup>th</sup> year.

## **Implementing An Integrative Training Philosophy**

*In both clinical and research areas, our model of professional training is integrative, eclectic, and graduated so as to move students toward professional interdependence over time.* With regard to clinical training, first-year students learn basic processes associated with normal and abnormal development and they observe psychotherapy sessions within the vertical team format. Second- and third-year practicum students obtain intensive supervision following live and videotaped observation. Fourth year students in clerkship settings are relied upon to provide verbal reports that are veridical with their actual clinical activities. Throughout, students are exposed to multiple theoretical orientations and intervention techniques, with the goal of enabling them to select and synthesize the most appropriate approaches for each client.

Acquisition of research competencies is facilitated through guided completion of a research master's thesis and doctoral dissertation and participation on research teams. The purpose of the M.A. thesis is to help stimulate interest in investigating important clinical phenomena. It is our belief that formal pre-doctoral research experience is necessary to produce psychologists who continue research activities after graduation. Therefore, all candidates admitted with a B.A. or equivalent degrees are expected to earn an M.A. degree, which requires submission of a satisfactory thesis and an oral defense. We expect that students will complete a master's thesis before going on internship and before the Ph.D. prospectus can be approved.

A second major integrative aspect of research training involves participation on vertical research teams. Each clinical faculty member leads such a team, which is composed of students from the first through the fifth year. Each research group meets weekly for two hours. This vertical arrangement permits students to follow several studies from their inception, through revision of plans, data collection, and interpretation of results. We have found that participation on research teams helps dispel fears about conducting research and provides practical knowledge of research procedures.

Students who are not working on an M.A. or Ph.D. study with a faculty member are free to be participants in different research teams so that they may sample the ideas, interests, and enthusiasms of multiple clinical faculty. Even though we use a mentor-model in selecting students, our students are free to engage in masters and doctoral study with any faculty member who is willing to serve as major advisor.

## How We Select Students

We follow a mentoring model of selection in which individual faculty choose finalists from a pool that is evaluated first by multiple faculty. Each application is read by the preferred faculty advisor (as indicated by your nomination) and at least one other faculty member. We use a compensatory evaluation system. Applications are evaluated in their entirety such that strength in some entry criteria (e.g., strong evidence of research productivity) can offset weaknesses in others (e.g., lower GRE scores). **We look especially for compatibility between individual faculty interests and the research interests and, more importantly, actual research experiences of individual students.**

Faculty review applications as they become complete, with most reviews occurring between the end of the fall semester and early in the spring semester (December – January). Individual faculty contact prospective applicants that they are particularly interested in having enter our program. We conduct interviews of prospective candidates in mid-to late January. Interviews may be live or via phone, if traveling to campus represents a hardship on candidates.

We make offers to students soon after interviews. Students who are offered entry into the program have until April 15 to accept our invitation. In consideration of other students who are waiting for acceptance, we urge you to make your decision as early as you can.

**Given this process, it is, therefore, VERY IMPORTANT THAT YOU NOMINATE A PREFERRED ADVISOR ON YOUR APPLICATION FORM. *Please consult pages 11 and 12 of this brochure to ensure that your preferred faculty advisor is accepting new students.* It also is to your advantage to complete your application as early as you can, but certainly by the deadline specified on the first page.**

## Information About Expenses and Financial Support

**Fees:** The application fee is \$55 for applications submitted online (<http://www.grad.uconn.edu/online.html>); \$75 for applications submitted on paper. Each semester, all students are charged Tuition, a General University Fee of \$585, an Infrastructure Maintenance Fee of \$200, a Graduate Matriculation Fee of \$42, a \$13 Student Activity Fee, a

\$35 Transit Fee, and a \$13 Student Union Building Fee (total fees = \$888.00). In addition, two refundable, one-time deposits are required of all entering graduate students: a \$25 Co-op Bookstore payment and a \$50 deposit to cover breakage, fines, University Health Service use, and other potential charges. [All quoted fees are based on the 2009-2010 fee schedule.] Total cost varies, depending on resident status, registration status, and whether a student has been awarded a Graduate Assistantship, which carries both a tuition waiver and medical benefits. Students classified as residing out-of-state may establish Connecticut residency after living in state for one year and meeting specific residency requirements.

As of September 2009, the fee schedule **PER YEAR** will be as follows:

	<b>Tuition</b>	<b>University Fees</b>	<b>Total Expense</b>
CT Resident	\$9,450	\$1,776	<b>\$11,226</b>
Non-Resident	\$24,534	\$1,776	<b>\$26,310</b>

Upon completion of required coursework, students must maintain continuous registration and are no longer charged the regular full-time tuition/fee bill. Continuous registration fees, per semester, range from \$136 to \$888. The Graduate School Catalog < <http://catalog.grad.uconn.edu/>> explains this fee schedule in more detail.

**Financial Support:** A variety of financial aid sources are available to supplement costs of graduate training. Students eligible for federal loans and/or work-study money must apply for these funds through the University Office of Student Financial Aid Services (860-486-2819; <http://financialaid.uconn.edu> ) and should contact that office for detailed information on deadlines, required forms to be filed and procedures to follow. The purposes of financial support are to enable students to engage in a full-time educational Program, develop basic teaching, research, and clinical competencies, and assist in fulfilling relevant needs of the Psychology Department. The three major forms of financial support are:

1. Graduate Assistantships (most for 10 hours/week)
2. University Fellowships
3. Federal work-study (need-based)

New students are eligible for all of these types of support. Most Graduate Assistantships are for 10 hour-per-week Teaching Assistant positions that entail teaching Introductory Psychology lab sections or undergraduate courses. Some Graduate Assistantships are Research Assistant positions, working on grant-funded research projects with specific faculty. These positions may require weekly time commitments of 10, 15, or 20 hours weekly, depending upon the source of research funding. All graduate assistants are employees of the state of Connecticut and assume the rights and responsibilities that such employment entails.

**Graduate Assistantships provide medical coverage options and remission of tuition, but not the General University fee or other fees.** Two-semester direct financial support stipends for the 2009-2010 year are determined by students’ academic level and hours employed, as follows:

<b>Educational Level</b>	<b>10-Hour</b>	<b>15-Hour</b>	<b>20-Hour</b>
Bachelor’s Degree	\$9,549	\$14,324	\$19,098
24 Graduate Course Credits	\$10,048	\$15,072	\$20,096
Passed Ph.D. General Examination	\$11,171	\$16,756	\$22,342

New and continuing students who are eligible for need-based financial aid can apply for federal work-study funds. In addition, the Program has developed ties with a number of regional hospitals and community service programs. Advanced students, in particular, may be eligible for paid compensation from these programs while they engage in research and clinical activities that enhance their marketability as interns. **Part-time students are not accepted into the Clinical Psychology Program.** Students may not work more than half time, except while on internships. This restriction is maintained until the student's Ph.D. dissertation is completed or nearly completed. Students are expected to work full time toward degree completion with the exception of internships and departmental assistantships or other work related to their course of study.

**Information About Applicants, Our Students, and Our Educational Outcomes**

We have a productive faculty that works well together in a climate of compassion, caring investment, congeniality and collegiality. Our students reflect this professional ethos well, being themselves extremely hard working, professionally productive, socially involved, and seemingly quite content with the Program.

In accord with the American Psychological Association (APA) and the Council of University Directors of Clinical Psychology (CUDCP), we supply data for the preceding seven years that pertain to the selection of students, their ability to obtain internships, the time it takes to complete all Program requirements for the Ph.D., and their occupational placements.

<b>Applicant Data</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Number of Applicants	247	233	302	280	311	323	359
Number Accepted for Admission	27	13	11	11	11	12	10
Actual Size of Incoming Class	10	9	10	7	7	9	6
Incoming Students Receiving Financial Aid	10	9	10	7	7	9	6

	<b>Incoming Students</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
GRE Verbal	Mean	591	627	587	601	617	629	623
	Median	590	620	590	600	630	660	605
GRE Quantitative	Mean	663	717	668	692	689	677	720
	Median	663	710	680	680	700	670	745

GRE Analytical	Mean	690	678	605	---	---	---	---
	Median	675	675	605	---	---	---	---
GRE Writing	Mean	---	5.3	5.0	5.3	5.3	5.1	5.2
	Median	---	5.5	5.0	5.5	5.0	5.0	5.0
GRE Advanced	Mean	646	686	669	712	618	689	712
	Median	640	680	630	710	690	665	710
Undergraduate GPA	Mean	3.40	3.70	3.54	3.70	3.70	3.70	3.57
	Median	3.40	3.70	3.66	3.80	3.80	3.70	3.59

<b>Internship Data</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Number of Applicants	9	5	9	9	12	6	5
Number Accepted on APPIC Match Day	8	3	6	7	11	6	5
Number Accepted to Accredited Sites	8	4	7	9	10	6	5
Number Accepted to Funded Positions	9	4	7	9	11	6	5

<b>Graduation Outcomes</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Number Completing Program	9	7	5	6	8	11	7
% in Less than 5 years	--	--	20	--	13	9	0
% in 5 years	22	43	20	33	13	18	43
% in 6 years	44	57	20	67	50	65	57
% in 7 years	--	--	40	--	13	8	0
% in more than 7 years	33	--	--	--	11	--	--
Mean Years to Degree	7.2	5.7	5.8	5.8	6.1	5.7	5.6
Median Years to Degree	6.0	6.0	6.0	6.1	6.0	6.0	6.0

<b>Attrition by Year in Program</b>	<b>Number Enrolled</b>	<b>Number who Graduated</b>	<b>Number Still Enrolled</b>	<b>Number No Longer Enrolled</b>
2003	10	8	1	1
2004	9	4	4	1
2005	10	0	8	2
2006	7	0	6	1
2007	7	0	7	0
2008	9	0	9	0
2009	6	0	6	0

Among our recent graduates, 60% reported clinical activities (e.g., psychotherapy, assessment, supervision, consulting) as a primary employment activity, 40% reported teaching as a primary employment activity, and 7% reported administrative and management tasks as a primary employment activity. Thirty-five percent were employed in academic/research positions, 51% in clinical positions, and 14% in administrative or management positions. The most frequently endorsed employment setting was a university medical center (43%) followed by veterans administration medical center (14%). Nearly 10% of graduates were employed at community mental health centers (9.5%) or non-academic teaching positions (9.5%). Seventeen percent have held office or were active in governance, and one graduate received an early career award. Only one graduate indicated private practice as their primary employment.

From 1997-2007, the Program graduated 80 students who were eligible for licensure. Of that number, 56 (70%) were licensed, 14 (18%) were not licensed, and the status was unknown for 10 (13%). Most of our alumnae engage in multiple professional roles (e.g., psychotherapy, and assessment, teaching and research, consultation and administration), some more recent graduates are employed in settings that cross public-private sector lines (e.g., private consulting firms that conduct research for governmental human welfare projects), others are beginning post-doctoral positions, and several others are in transition.

## Research Interests and Activities of Core

**Julie Wargo Aikins.** (Assistant Professor). Research examines the links between adolescent attachment processes and peer relations, the longitudinal continuities and discontinuities in attachment representations, the influences of attachment representations and friendships on transition adaptation, and the role of friendship process in contributing to heightened levels of depression and anxiety during adolescence. *Dr. Wargo Aikins is likely to accept students in 2010.*

**George J. Allen.** (*Professor Emeritus*). Evaluation of interventions to promote healthy lifestyles in workplace and corporate settings. *Dr. Allen no longer accepts new students.*

**Marianne L. Barton.** (Associate Clinical Professor; Director of the Psychological Services Clinic in the Department of Psychology). She is a child clinical psychologist with particular expertise in infancy and early childhood, including developmental psychopathology and treatment of relationship disorders. *Dr. Barton is likely to accept students in 2010.*

**Leslie Burton.** (Professor). Research interests include neuropsychology, neuropsychological assessment, and gender differences. Specific research interests include the neural substrate of emotion and awareness, and gender differences in cognition and emotion. *Dr. Burton serves on research committees but does not presently serve as a primary research advisor.*

**Dean Cruess.** (Associate Professor). Clinical Health Psychology; effects of psychological factors (e.g., stress, anxiety, depression, sleep, personality characteristics) on physical health and the underlying physiological mechanisms involved in this process; cognitive-behavioral therapy, stress management and behavioral risk reduction interventions among medical patient populations, particularly individuals with HIV/AIDS or cancer. *Dr. Cruess is likely to accept students in 2010.*

**Inge-Marie Eigsti.** (Assistant Professor). Research examines the interaction between language acquisition and low-level neurocognitive processes. Dr. Eigsti particularly focuses on language deficits and brain development in autism spectrum disorders, using a combination of functional neuroimaging (fMRI) and behavioral paradigms. *Dr. Eigsti is likely to accept students in 2010.*

**Deborah Fein.** (Professor; Board of Trustees Distinguished Professor). Neuropsychology; particularly, cognitive/social deficits in autistic and other developmentally disabled children, longitudinal development of disabled children and neuropsychological assessment of adults. *Dr. Fein is likely to accept students in 2010.*

**Amy Gorin.** (Assistant Professor). Research examines motivational and environmental factors related to weight control, dietary choices, and physical activity. Current work focuses on understanding and treating obesity within the home environment and developing more effective long-term weight control interventions. Dr. Gorin's primary

teaching responsibilities are at the Hartford campus (approximately 40 minutes from Storrs). *Dr. Gorin is likely to accept students in 2010.*

**Sarah Hodgson.** (Assistant Clinical Professor; Associate Director of the Psychological Services Clinic in the Department of Psychology). Specializing in assessment and child clinical work. Her research interests are parent-child attachment and the development of psychopathology; sensory regulation; and social skills development in children with autistic spectrum disorders. *Dr. Hodgson serves on research committees but does not presently serve as a primary research advisor.*

**Stephanie Milan.** (Assistant Professor). Developmental psychopathology; links between adolescent reproductive health and mental health, particularly in underserved populations; adolescent parenthood; longitudinal impact of family violence, maltreatment, and foster care on child development. *Dr. Milan is not likely to accept students in 2009.*

**Crystal Park.** (Associate Professor). Stress, coping, adaptation, and health.;Psychology of religion and spirituality. Stress-related growth, and meaning-making in bereavement, trauma, and cancer survivorship. Expressive writing and health behavior change interventions. *Dr. Park is likely to accept students in 2010.*

**Kimberli Treadwell.** (Associate Professor). Clinical child psychology, particularly cognitive processes in anxiety, moderators and mediators of treatment, and efficacy of cognitive-behavioral interventions. Dr. Treadwell is a licensed child-clinical psychologist whose primary teaching assignment is at the Waterbury campus (about 90 minutes from Storrs). *Dr. Treadwell is not likely to accept students in 2010.*

**Michelle Williams.** (Associate Professor; Director of Clinical Training). The impact of race and culture on identity formation and development, multicultural psychology with an emphasis on theory and clinical interventions, and trauma adaptation. *Dr. Williams is likely to accept students in 2010.*

### **Research Interests and Activities of Affiliated Faculty**

**Michael Copenhaver** (*Assistant Research Professor; Center for Health/HIV Intervention and Prevention*). Dr. Copenhaver is a licensed clinical psychologist whose research involves developing and evaluating HIV risk reduction interventions that target high risk drug users. *Dr. Copenhaver serves on research committees but does not presently serve as a primary research advisor.*

**Richard Kaplan** (Professor of Psychiatry and Neurology, UConn Health Center). Dr. Kaplan is the Director of the Neuropsychology Service at the UConn Health Center. He has over 25 years of experience as a Clinical Neuropsychologist and is board certified in clinical neuropsychology of Lyme disease. *Dr. Kaplan serves on research committees but does not presently serve as a primary research advisor.*

**CURRICULUM**

	<b>Fall</b>		<b>Year One</b>		<b>Spring</b>	
GRAD 5950	Master's Thesis Research	3cr		GRAD 5950	Master's Thesis Research	3cr
STAT 3115Q	Analysis of Experiments	3cr		STAT 5105	Quantitative Methods	3cr
PSYC 5301	Practicum in Interviewing	3cr		PSYC 5304	Pract in Personality Assessment	3cr
PSYC 5305	Psychodynamics	3cr		PSYC 5302	Adult Psychopathology	3cr
PSYC 5303	Child Psychopathology	3cr		PSYC 5307	Empirically Validated Methods	3cr
PSYC 6301/6302 [V-Team]	Practicum in Adult/Child Psychotherapy (observe only)	1cr		PSYC 6301/6302 [V-Team]	Practicum in Adult/Child Psychotherapy (observe only)	1cr
PSYC 5399	Clinical Psych Research Group	1cr		PSYC 5399	Clinical Psych Research Group	1cr
PSYC 5300	Research Seminar in Clinical Psych	1cr		PSYC 5300	Research Seminar in Clinical Psych	1cr
			<b>Year Two</b>			
GRAD 5950	Master's Thesis Research	3cr		GRAD 6950	Doctoral Dissertation Research	3cr
PSYC 5332	Research Design & Test Construction	3cr		PSYC 5309	Methods of Child Psychotherapy	3cr
PSYC 5306	Prof. Issues in Clinical Psych	3cr		PSYC 5141	Neuropsychological Assessment	3cr
Breadth (e.g. PSYC 5140)	Dept/APA Breadth Requirement (e.g. Foundations of Neuropsychology)			PSYC 5120 or Breadth	Health Psychology <b>or</b> Dept/APA Breadth Requirement	
PSYC 6301/6302*	Practicum in Adult or Child Psychotherapy	3cr		PSYC 6301/6302*	Practicum in Adult or Child Psychotherapy	3cr
PSYC 5399	Clinical Psych Research Group	1cr		PSYC 5399	Clinical Psych Research Group	1cr
PSYC 5300	Research Seminar in Clinical Psych	1cr		PSYC 5300	Research Seminar in Clinical Psych	1cr
			<b>Year Three</b>			
GRAD 6950	Doctoral Dissertation Research	3cr		GRAD 6950	Doctoral Dissertation Research	3cr
PSYC 5310	Psychology of Ethnic Minorities	3cr		PSYC 5100	History of Psychology	3cr
PSYC 6301/6302*	Practicum in Adult or Child Psychotherapy	3cr		PSYC 6301/6302*	Practicum in Adult or Child Psychotherapy	3cr
PSYC 5300	Research Seminar in Clinical Psych	1cr		PSYC 5300	Research Seminar in Clinical Psych	1cr
Breadth	Dept/APA Breadth Requirement			Breadth	Dept/APA Breadth Requirement	
	<b>AND/OR</b>					
PSYC 6141	Practicum in Neuropsych Assessment	3cr				
			<b>Year Four (or Five)</b>			
GRAD 6950	Doctoral Dissertation Research	3cr		GRAD 6950	Doctoral Dissertation Research	3cr
PSYC 5300	Research Seminar in Clinical Psych	1cr		PSYC 5300	Research Seminar in Clinical Psych	1cr
Breadth	Dept/APA Breadth Requirement	3cr		Breadth	Dept/APA Breadth Requirement	
			<b>PLUS</b>			
PSYC 6300^	Clerkship in Clinical Methodology			PSYC 6300^	Clerkship in Methodology	
			<b>AND/OR</b>			
PSYC 6303^	Didactics of Supervision & Consult.	3cr				
			<b>AND</b>			
PSYC 6304	Practicum in Clinical Supervision	3cr		PSYC 6304	Practicum in Clinical Supervision	3cr
			<b>Year Five (or Four)</b>			
PSYC 6310^	Internship in Clinical Psychology	0cr		PSYC 6310^	Internship in Clinical Psychology	0cr
GRAD 6930**	Full-time Doctoral Studies	3cr		GRAD 6930**	Full-time Doctoral Studies	3cr
GRAD 6950***	Doctoral Dissertation Research			GRAD 6950***	Doctoral Dissertation Research	

\* PSYC 6301/6302 – Whichever course students take in the Fall, they will also take in the Spring semester (i.e. a full year of either PSYC 6301 or 6302)

\*\* GRAD 6930 is not required during the internship year unless the student needs to maintain full-time status.

\*\*\* A total of 15 credits of GRAD 6950 are required. This course is not required while on internship unless it is necessary to meet the 15 credit requirement.

^Masters will be required for Internship, Graduate Teaching, Clerkship, and Supervision unless Advisor exception is granted.