

TABLE OF CONTENTS

The Department	2
Center for Applied Psychology.....	2
Admission Procedures.....	2
Doctorate in Clinical Psychology	3
The Psy.D. Philosophy.....	3
Curriculum.....	3
General Coursework.....	3
Elective Coursework.....	4
Practicum and Professional Issues.....	5
Doctoral Project.....	5
Internship.....	5
Sample Curriculum.....	6
Course Descriptions.....	7
General Program Information	9
Comprehensive Academic and Professional Examinations.....	9
Master's Degree.....	9
Candidacy.....	9
Transfer of Graduate Credits.....	9
Part-Time Study.....	9
Residency Requirements.....	10
Special Information for Minority and Nontraditional Students.....	10
Doctoral Student Profile.....	10
Psychology Faculty.....	11
Recent Dissertations.....	12
Recent Scholarly Works by Faculty.....	13
Financial Aid	14
Assistantships.....	14
Teaching Associates.....	14
Grant Funding.....	14
Employment Programs.....	14
Doctoral Fellowships.....	14
Costs.....	15
The University	15
Housing.....	15
Academic Calendar.....	15
University Policies and Procedures.....	15
Foreign Student Applicants.....	15
Affirmative Action.....	15

The Department

The department, housed in Uhler Hall, is composed of twenty-three full-time faculty members and a small number of adjunct psychologists. All major content areas in psychology are represented among the faculty, including ten faculty members in the clinical area.

The Psychology Department offers a Doctor of Psychology (Psy.D.) degree in Clinical Psychology. **The program is fully accredited by the American Psychological Association (APA).** The program is designed to meet the academic requirements of licensure and provide the background to immediately assume responsibilities in appropriate professional settings.

Several special training facilities are available to graduate students. These include clinical Training Labs which are designed for supervision of group and individual interviewing, psychological assessment, and psychotherapy. Digital and audio-video recording are used extensively for student training. Several other special clinical and research facilities are also available, including a Human Interaction Lab designed for small group research, a Human Cognition Lab to study information processing, and a Physiological Lab for recording brain and nervous system activity.

Graduate students require a close working relationship with faculty members. Our intention is to accept into our program only those students whom we expect to graduate. Consequently, both faculty and students develop collegial and supportive relationships rather than competitive ones. Graduate students are assigned office space in Uhler Hall. All students have access to computers for data analysis and word processing in their offices. Students have access to a separate graduate student computer lab with wireless capacity. Computers are installed with SPSS and structural equation modeling software, in addition to other data analysis and word processing software.

Center for Applied Psychology

The department sponsors an extensive training center called the Center for Applied Psychology (CAP). The CAP provides practicum placements to doctoral students (each student must rotate through at least two of its clinics), and provides a place for faculty members to exercise their professional skills. Currently, five training clinics plus several ongoing research projects are housed in the CAP. Special projects are funded by Children and Youth Services, probation departments, school districts, and other community agencies. The clinics include the Intake Clinic, Family and Child Clinic, Stress and Habit Clinic, Child and Family Assessment Clinic, and Adult Assessment Clinic. The clinics provide real time supervised experience in assessment, therapy, consultation and education, supervision, marketing of services, and clinical research. The CAP is funded by the university, by research and clinical contracts, and by client fees.

Admission Procedures

All applicants must have completed at least 18 credits of

psychology coursework, including courses in abnormal, personality, statistics/methodology, and other content areas representative of the field of psychology. Students are also better prepared for admission to our program if they have participated in a research project in psychology and if they have obtained supervised experience in the human services field through volunteer work, practica, or employment.

The following criteria are weighted equally in the evaluation of application materials:

- Overall grade point average (GPA) and grades in psychology courses (3.0 minimum in both areas is preferred)
- Scores on the Graduate Record Examination (GRE), in particular, the General Test (verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills) and the Subject Test (Psychology); minimum of 500 on each section is preferred.
- Training in research methodology
- Prior clinical experience in practicum, employment, or volunteer work
- The applicant's statement of goals
- Three letters of recommendation
- An in-person interview

In the most recent admissions cycle we received 84 applications of which 12 were admitted. The size of the incoming class varies from year to year, ranging from ten to fifteen. For the 2008-09 class the means on the quantitative criteria listed above are: Overall GPA = 3.7; Psychology GPA = 3.6; Verbal GRE = 580; Quantitative GRE = 650; Psychology Subject Score = 650.

Breadth of undergraduate training is preferable to narrow specialization. Weaknesses in one area may be offset by strengths in another area, although the Admissions Committee gives preference to applicants with some demonstrated strengths in all areas. Students may be required to make up deficiencies.

Applicants are strongly encouraged to mail all materials (including letters of recommendation) in one package to assure that application materials are complete. GRE scores and transcripts of grades must be sent by ETS and registrar offices respectively. To meet the application deadline, GREs must be completed no later than December. Applicants are encouraged to take the GRE on an earlier date to allow time to review scores, and to take the exam a second time if necessary.

The deadline for receipt of all application materials is **December 15**. Late applications will be reviewed only if space is available.

The Admissions Committee will then select a pool of qualified applicants who will be invited to the campus for personal interviews starting in January. Announcements of final admission decisions will be made around **April 1**.

For further information, write, call, or e-mail Beverly J. Goodwin, Ph.D., Director of Doctoral Studies, Psychology Department, Indiana University of Pennsylvania, Indiana, PA

Doctorate in Clinical Psychology

The Psy.D. Philosophy

The Psy.D. (Doctorate of Psychology) is a degree denoting academic and experiential specialization in applied clinical psychology. It differs from the traditional Ph.D. (Doctor of Philosophy) in several ways. The Ph.D. is primarily a scholarly research degree in which students are trained to be researchers. Major emphasis is placed on learning to make original contributions to the body of knowledge in psychology. Extensive coursework and supervised independent study in research are required. In contrast, the Psy.D. curriculum places emphasis upon application of current knowledge and supervised practicum work. Typically, Psy.D. students devote more time to clinical training while Ph.D. students devote more time to conducting research.

The Psy.D. program at IUP follows a local clinical scientist model of training with a strong emphasis on grounding professional psychological work in the scientific knowledge base of psychology. In addition to a practitioner orientation, we are committed to generalist training that provides broad-based exposure to skills that will permit graduates to adapt to the changing roles and responsibilities of professional psychology. Life-long learning is modeled and stressed.

The curriculum has been developed to meet several criteria. The primary criteria are determined by the clinical faculty members of the department. We have included courses and training experiences which we believe will produce excellent practitioners. Our training goals are to produce generalists rather than specialists. We expect all students to be exposed to a variety of theoretical approaches and practices. An overriding theme in our courses is that practitioners should be problem solvers.

Two additional criteria for our curriculum development have been followed. Among the criteria are guidelines presented by the American Psychological Association (APA) for accreditation. Our program has been continuously accredited by APA since 1987. The other criterion which has guided our curriculum development has been the guidelines of psychology licensure boards.

Curriculum

The Psy.D. program is designed to be completed in five years, including a one-year internship. The mean amount of time to complete the program is 5.5 years. The five-year plan permits students to complete elective coursework and practica and to complete the doctoral project prior to the internship. The program can be completed in four years if credits can be transferred from previous graduate work in psychology. A sample curriculum is outlined on page 5.

The curriculum requires a minimum of 104 semester hours of acceptable graduate credits. Each student must complete requirements for A) general coursework, B) elective coursework, C) practicum and professional issues, D) the doctoral project, and E) internship. In addition, a course in the history of psychology is required.

A. General Coursework

The general courses are required of all students.

These courses cover several areas of psychology and provide the foundation for professional practice.

1. Methods of Behavior Change: Four to five required courses

This cluster of courses provides an introduction to major theories and techniques of changing behavior in relation to an empirical problem-solving model of professional practice. Throughout the sequence, attention is given to making the connection between competent clinical practice and knowledge of psychotherapy research, relating assessment to intervention, evaluation outcomes, and adherence to established ethical and legal standards. Methods of Intervention I (PSYC 830) begins training in conceptualization skills, relationship-building skills, and effective communication skills. Methods of Intervention II (PSYC 831) furthers training in conceptualization skills and exposes students to cutting-edge issues in providing effective psychotherapy. Therapeutic Techniques Lab (PSYC 832, 2 credits) is taken simultaneously with PSYC 831 unless the student has completed an equivalent supervised experience. Students are introduced to a variety of therapeutic change strategies that are appropriate in the beginning, middle, and end stages of treatment. Clinical Group Techniques (PSYC 833) teaches methods of effecting individual change through structured group interactions. Family Therapy (PSYC 834) introduces methods of changing the relationship patterns of family and marital systems.

2. Methods of Assessment and Evaluations: Three required courses

In the assessment sequence, assessment is broadly construed as the process of collecting quantitative information that helps the clinician make sound judgments. Students are introduced throughout the sequence to ethical, legal, and professional issues in administration and interpretation of assessment data and to the basic psychometric characteristics of assessment measures. Assessment I (PSYC 841) focuses on administration and interpretation of commonly used psychological tests (measures of general mental ability, achievement, personality, and psychopathology) and report-writing skills.

In Assessment II (PSYC 842), students learn basic psychometric theory and are introduced to general issues in assessment such as behavioral assessment. Assessment III (PSYC 943) uses a problem-solving and topic-oriented approach to assessment. Students learn about a variety of assessment devices and develop expertise in chosen areas of assessment and in report writing.

3. Research and Methodology: Three required courses

The research and methodology courses are designed to introduce students to issues and methods in empirical psychological investigations. Research Methods I (PSYC 801) focuses on basic issues in philosophy of science and univariate analysis frequently encountered in clinical research. Clinical Research Methods (PSYC 802) familiarizes students with a variety of multivariate analyses. Primary emphasis, especially with multivariate techniques, is placed on conceptual familiarity rather than technical competence. Evaluation Research (PSYC 803) introduces the methodological issues involved in assessing the effectiveness of intervention strategies.

4. Individual Differences: Three required courses

These courses cover the principles of human development and individual differences. The Advanced Psychopathology (PSYC 835) course provides in-depth coverage of selected types of pathology along with treatment alternatives. The course Personality Theory and Systems of Psychotherapy (PSYC 836) reviews several major personality theories that attempt to explain behavior. Issues such as basic human nature, personality development, general nature of psychopathology from each perspective, and philosophy of treatment for each theory are covered in a comparative manner. The Issues in Developmental Psychology course (PSYC 853) provides an overview of normal psychological development from conception to death with an emphasis on development and aging.

5. Biological Bases of Behavior: Two required courses

This series of courses provides a basic foundation in neuroanatomy and neurophysiology. The student should obtain a thorough understanding of types of neuropathologies, methods of neuropsychological assessment, and mechanisms of drug actions as well as an understanding of the interaction of biological and environmental variables as determinants of behavior. Drugs and Behavior (PSYC 856) explores the therapeutic use of medication and societal use and abuse of drugs. Emphasis is placed on factors related to neural transmission. Clinical Neuropsychology (PSYC 857) reviews the relationship between brain

dysfunction and behavior as they relate to clinical conditions.

6. Social Bases of Behavior: Two required courses

This area provides a basis for understanding the role of the social environment on human behavior. Advanced Social Psychology (PSYC 858) covers several topics that are prominent in social psychology today and that have relevance to the practice of clinical psychology. These topics include social influence theory, attitude change, attribution theory, aggression, social cognition, interpersonal attraction, and small group interaction. Racial, Cultural, and Gender Issues in Psychology (PSYC 855) explores the operation of these variables in clinical psychology and the ways they may impact on professional practice.

7. Cognitive-Affective Bases of Behavior: One course required

Models of Learning (PSYC 852) covers several models of learning. Included are behavioral models such as operant and respondent conditioning, a social-cognitive model, and an information-processing model. Applications to clinical practice are incorporated.

B. Elective Coursework/Special Proficiency: Three courses

In addition to the required generic coursework, students select three advanced courses in consultation with an advisor. These courses give the student more in-depth coverage of areas of interest. A minimum of nine credits must be included. Many students elect the special Child/Family focus package which consists of Child Clinical, Advanced Psychotherapy with Children, and Advanced Family Therapy. Some students select advanced courses offered outside the department, independent study, or special topics courses such as Psychology and Behavioral Medicine in order to meet their specific educational goals.

C. Practicum and Professional Issues: 24 credits

In the first year, students begin working with clients as part of their course requirements. At the end of the first year, students begin to accrue practicum credits. Beginning with the second year, each student is assigned to one of the Center for Applied Psychology (CAP) clinics for one year. Students rotate through at least two of the CAP clinics and complete a minimum of 12 credits. An additional nine credits of practicum are earned in two different external settings. Each setting should provide a different range of clinical experience. Placements

include such settings as mental health centers, mental health inpatient facilities, correctional facilities, hospital-based pediatric units, and behavioral health clinics. A total of 1,000 hours of practicum are required. The course Professional Issues (PSYC 920) explores a variety of practice problems, including recordkeeping, privileged communication, malpractice, licensure, and other areas of the interface of psychology and law.

D. Doctoral Project (Dissertation): 9 credits

The doctoral project is a culminating activity which requires the student to demonstrate mastery of an area of professional interest and to make a meaningful contribution to the solution of a problem or question. Students can complete either a

E. Internship: 3 credits

In addition to practicum and coursework, each student must successfully complete a 12-month full-time or a 24-month half-time internship in a facility approved by the program. The internship emphasizes in-depth, longer-term involvement and is designed to assure a professional level of competence in several skill areas and to assist in developing an identity as a health care professional. The internship will occur in the last year of study.



quantitative or qualitative project. The project typically will require an analysis of data. An oral presentation of the proposal and an oral defense of the finished project are required. Depending on the statistical and methodological preparation of the student, a doctoral project might consist of an experimental research project; the implementation and evaluation of a workshop, a clinical intervention or training program; a needs assessment; evaluation of an assessment procedure; or implementation and evaluation of an intervention technique with a unique clientele through a series of single-case designs.

**SAMPLE
CURRICULUM
Five-Year Plan
No Transfer Credits**

FALL

First Year:

801 Research Methods I	3
830 Meth. of Interv. I3	
835 Adv. Psychopathology	3
841 Meth. Assessment I	3
Total	12

Second year:

--- Elective	3
803 Evaluation Research	3
Practicum	3
Total	9

Third year:

857 Clinical Neuropsych.	3
Practicum	3
--- Elective	3
Total	9

Fourth Year:

853 Issues in Development	3
Practicum	3
955 Doctoral Project	3
Total	9

Fifth year:

994 Internship	1
----------------	---

SPRING

First Year:

802 Clinical Res. Meth.	3
831 Meth. of Interv. II	3
842 Meth. Assessment II 3	
832 Ther. Techniques Lab	2
Total	11

Second Year:

858 Adv. Social Psych.	3
846 Drugs & Behavior	3
Practicum	3
Total	9

Third Year:

833 Clinical Group Techn.	3
943 Meth. Assessment III	3
Practicum	3
Total	9

Fourth Year:

920 Professional Issues	3
Practicum	3
--- Elective	3
Total	9

Fifth Year:

994 Internship	1
----------------	---

SUMMER

First Year:

852 Models of Learning	3
836 Person. Theory & System	3
834 Family Therapy	3
Total	9

Second Year:

855 Race, Culture, Gender	3
Practicum	1-3
--- Elective	3
Total	7-9

Third Year:

810 Historical Trends	3
Practicum	1-3
955 Doctoral Project	3
Total	7-9

Fourth Year:

Practicum	1-3
955 Doctoral Project	3
Total	4-6

Fifth Year:

994 Internship	1
----------------	---

TOTAL 104

Only required courses are listed.

Course Descriptions

PSYC 801 Research Methods in Psychology 3 s.h.

The design, statistical analysis, and report of laboratory experiments will be studied. Prerequisite: Permission.

PSYC 802 Clinical Research Methods 3 s.h.

Introduction to data analysis techniques and methodological problems commonly encountered in clinical research. Methods appropriate for single subjects as well as groups are explored. Prerequisites: PSYC 801, PSYC 841.

PSYC 803 Evaluation Research 3 s.h.

Introduction to the methodological issues involved in validly assessing the effectiveness of intervention programs relevant to psychology (e.g., human service programs), including a consideration of how the results of evaluation research can be used to improve such programs. Students will participate in either actual or simulated evaluation research projects. Prerequisites: Permission, PSYC 801 or equivalent.

PSYC 810 Historical Trends in Psychology 3 s.h.

Comprehensive overview of historical antecedents of contemporary psychology with emphasis on their implications for future developments in the field. Prerequisite: Permission.

PSYC 811 Teaching of Psychology 3 s.h.

Basic dimensions of the teaching process are discussed, including course planning and structure, developing and presenting lectures, using alternative pedagogical techniques, evaluating student performance, addressing issues of diversity in the classroom, etc. Skill-practice in these areas is emphasized. Prerequisite: Permission.

PSYC 830 Methods of Intervention I 3 s.h.

Introduction to what makes psychotherapy and psychotherapists effective. Didactic training in conceptualization skills, relation building skills, and effective communication skills. Prerequisite: Permission.

PSYC 831 Methods of Intervention II 3 s.h.

Emphasizes case conceptualization and treatment planning from traditional as well as transtheoretical psychological perspectives. Exposes students to cutting-edge issues in providing effective psychotherapy. Prerequisites: Permission, PSYC 830.

PSYC 832 Therapeutic Techniques Lab 3 s.h.

This course presents didactic and experiential training in tactics of achieving insight, emotional awareness, emotional escalation or reduction, cognitive-perceptual change, and behavior change for use in individual psychotherapy. Prerequisites: PSYC 830 or equivalent, simultaneous enrollment in PSYC 831, Permission.

PSYC 833 Clinical Group Techniques 3 s.h.

Provides instruction and experience in a variety of group

techniques. Includes lectures, demonstrations, and participation in group exercises useful in the clinical psychology profession. Prerequisite: Permission.

PSYC 834 Family Therapy 3 s.h.

Introduction to family and marital therapy. Both system theory approaches and behavioral approaches will be considered. Process and outcome research will be reviewed. Prerequisite: Permission.

PSYC 835 Advanced Psychopathology 3 s.h.

An in-depth study of the description, causes, and treatment of behaviors considered abnormal by our society. The course integrates and extends previous materials in abnormal behavior, assessment, therapy, research methodology, and professional practice. Prerequisites: Previous undergraduate course in Abnormal Psychology, Permission.

PSYC 836 Personality Theory and Systems of Psychology 3 s.h.

Several major personality theories are reviewed in a comparative manner with emphasis placed upon issues such as the assumptions about the basic nature of man, personality development, normal and pathological development, and philosophy of treatment for each theory. Prerequisite: Permission.

PSYC 841 Psychological Assessment I 3 s.h.

Beginning course in theoretical issues and development of skills in assessing psychological functioning and in report writing. Beginning emphasis is placed on intellectual assessment followed by the development of an increasing variety of assessment tools. Prerequisite: Permission.

PSYC 842 Psychological Assessment II 3 s.h.

Continuation of PSYC 841 with increased emphasis on development of skills in areas of objective and projective tests, behavioral observations, and self-report measures and other assessment techniques. Prerequisites: PSYC 841, Permission.

PSYC 852 Models of Learning 3 s.h.

Applications of learning theory principles in changing maladaptive behavior both on the individual and group units. Prerequisite: Permission.

PSYC 856 Drugs and Behavior 3 s.h.

Introduction to various aspects of drugs and behavior. Includes exploration of factors influencing drug effects, problems in drug research, therapeutic use of drugs, legal use and abuse of drugs, and social aspects of drug experiences. Prerequisite: Permission.

PSYC 853 Issues in Developmental Psychology 3 s.h.

The processes and structures of lifespan development are studied. Cognitive, emotional, social, and physical development

are explored, emphasizing the interactive effects of the person's environment, developmental level, and psychological state.

Prerequisite: Permission.

PSYC 855 Racial, Cultural, and Gender Issues in Psychology 3 s.h.

The operation of cultural, racial, and gender issues in the theory, research, and practice of psychology is examined. The ways in which a psychologist's own culture, race, and gender may influence professional practice are explored. Prerequisite: None.

PSYC 857 Clinical Neuropsychology 3 s.h.

The study of the relationship between human brain dysfunction and abnormal behavior. Includes assessment techniques used to diagnose brain damage. Prerequisite: Permission.

PSYC 858 Advanced Social Psychology 3 s.h.

Advanced survey of the relationship between the social environment and human behavior. Topics include social influence, attitude formation and change, attribution and social cognition, interpersonal attraction, aggression, altruism, small group interaction, and environmental psychology. Prerequisite: Permission.

PSYC 860 Child Clinical I 3 s.h.

Introduction to how the process of development influences what is considered normal and abnormal with an emphasis on human diversity. Familiarizes students with the research literature relevant to, and the clinical characteristics of, the major disorders of childhood. Prerequisite: Permission.

PSYC 861 Psychology and Medicine I 3 s.h.

The area of health psychology and its role in behavioral medicine are introduced. Psychophysiology, which provides much of the foundation for health psychology, is studied through readings, lectures, and hands-on-experiences with psychophysiological recording equipment. Prerequisite: Permission.

PSYC 920 Professional Issues and Ethics 3 s.h.

An examination of professional problems in the field of clinical psychology. Includes topics such as training philosophies, licensure, legal issues such as involuntary commitment and expert witness, ethical standards, and professional organizations. Prerequisite: Permission.

PSYC 934 Advanced Family Therapy 3 s.h.

The course concerns current family therapy theories and methods with an emphasis on brief, problem-focused models of assessment and interaction. Integrative approaches and family systems consultation also will be considered. Prerequisites:

PSYC 834 or its equivalent.

PSYC 943 Psychological Assessment III 3 s.h.

Continuation of PSYC 842 with emphasis on nontraditional assessment methods such as family observations, mental status rating, and social skills assessment. Topics in clinical judgment and inference, combination of assessment data, and report writing are covered. Prerequisites: PSYC 842 or Permission.

PSYC 960 Advanced Psychotherapy with Children 3 s.h.

Introduction to the major theories and techniques used by therapists in the field of clinical child psychology. Familiarizes students with how the process of development influences what techniques will be maximally effective with children of different ages. Prerequisite: Permission.

PSYC 961 Psychology and Medicine II 3 s.h.

The roles of psychological and environmental variables in the development, maintenance, and recovery from disease are studied. Approaches to studying relationships between stress, coping, and disease are emphasized. Prerequisite: PSYC 861.

PSYC 962 Clinical Hypnosis 3 s.h.

This course involves an in-depth study of theory, research, and the clinical practice of hypnosis. Prerequisites: PSYC 830, PSYC 835 or their equivalent, and Permission.

PSYC 971 Family Clinic 1-6 s.h.

Students will be assigned clients of the Family Clinic. All therapy will be carried out under the supervision of the instructor. A team training model will be used, wherein students will observe the work of their peers and participate in pre-session and post-session conferences. Prerequisites: Course work in family therapy, successful supervised clinical experience, and permission of the instructor.

PSYC 972 Stress and Habit Disorders Clinic 1-6 s.h.

This course is a seminar/clinic in the assessment and treatment of stress and habit disorders. Clients are assigned to students from the Stress and Habit Disorders Clinic. This course is available for variable credit and for repeated enrollment. Prerequisites: PSYC 831, PSYC 835 or their equivalent, and Permission.

PSYC 973 Assessment Clinic **1-6 s.h.**
Students will be assigned clients from the Assessment Clinic. Emphasis is placed on skill development in interviewing, administration, and scoring of psychological assessment instruments, writing of reports, consultation with referral sources, and supervision. A team training model is used with close supervision by the instructor. The course is available for variable credit and for repeated enrollment. Prerequisites: PSYC 841, PSYC 948 or their equivalent, and Permission.

PSYC 974 Special Projects/Intake Clinic **1-6 s.h.**
Students participate in specialized clinical activities. Specific methods of assessment, intervention, and consultation vary according to the special clinical project. Available for variable credit and repeated enrollment. Prerequisite: PSYC831, PSYC 842, PSYC 832, or their equivalents and instructor permission.

PSYC 993 Advanced Psychological Practicum **1-6 s.h.**
Provides supervised experience in applied settings. Prerequisite: Permission; variable credit depending on setting.

PSYC 994 Internship **3 s.h.**
An in-depth supervised experience designed to assure a professional level of competence in several skill areas and to assist in developing an identity as a health care professional. May be taken full-time for twelve months or half-time for twenty-four months. Prerequisite: Permission.

PSYC 995 Doctoral Project (Dissertation) **3-9 s.h.**
A culminating scholarly activity requiring the mastery of an area of professional interest. It requires a review of relevant literature and the collection and analysis of data. An oral presentation of the proposal and an oral defense of the finished project are required.

General Program Information

Comprehensive Academic and Professional Examinations

At the end of each year an evaluation of clinical and professional competence is made. These evaluation data are shared with students, and a joint effort is made to remediate any deficiencies.

Usually in January of the second year, students also complete a Research Methods Proficiency Evaluation. This evaluation assesses each student's ability to understand research methods, especially those procedures relevant to the practice of Clinical Psychology. This evaluation is scheduled after the student has completed Research Methods (PSYC 801), Evaluation Research (PSYC 803), Methods of Assessment II (PSYC 842), and Clinical Research Methods (PSYC 802).

Students must also pass a Qualifying Examination on basic knowledge appropriate for a professional psychologist. This

examination covers material related to the general coursework, and the exam is scheduled in May of the second year.

During the third or fourth year each student completes a Clinical Proficiency Evaluation. Each student presents to a three faculty committee work samples based on a clinical intervention and a psychological assessment. The clinical intervention work sample includes either an audiotape, videotape, or DVD that covers treatment from intake to termination. In addition, a summary of background information on the client's presenting problem and the treatment plan, based on empirically supported research, are included. The psychological assessment work sample includes a psychological report that lists the measures administered, tests interpretation, and assessment recommendations.

Master's Degree

Students will routinely obtain the master's degree en route to the doctorate. The master's degree is awarded after the successful completion of 54 credits (including 9 practicum credits) and satisfactory annual evaluations.

Candidacy

Candidacy for the doctorate is awarded following the completion of all master's degree requirements plus an additional 9 credits, successful performance on the Qualifying Examination and the Research Proficiency Evaluation, and continued satisfactory annual evaluations. An average GPA of 3.0 is necessary for candidacy and graduation.

Transfer of Graduate Credits

Applicants who have completed coursework at other institutions may request transfer of credit when entering the program. A course-by-course evaluation will be made and transfer of credit will be granted for courses which are judged to be equivalent to courses in the program. A maximum of 36 semester hours of credit may be approved. As a part of the maximum of 36 transfer credits, a portion, but not all, of the practicum requirement may be transferred for equivalent supervised experience. Each student must complete the remaining general coursework, part of the practicum requirement, the doctoral project, and the internship. Under unusual circumstances, exceptions to these guidelines may be approved. All students must pass qualifying exams and professional examinations regardless of transfer of credit. Additional guidelines governing transfer of credit may be found in the [Graduate School Catalog](#). If a student enters the program with a master's degree in clinical psychology, another degree is not conferred.

Part-Time Study

The structure of this program, with few evening and no weekend or online courses, makes it impossible for someone currently employed full-time to meet the program requirements.

Residency Requirements

A doctoral program aimed at preparing its graduates for professional practicum requires a substantial investment of time,

energy, and resources. In addition to coursework, research, practica, and the internship, students should experience a sustained period of close interaction with faculty members and fellow students who are similarly immersed in professional training. Students in the Psy.D. program therefore will be required to meet a residency requirement using one of two of the options provided for doctoral students by IUP's Graduate School (see the [Graduate School Catalog](#)).

Specifically, the residency requirement of the Psy.D. program can be met in either of two ways: 1) completion of a minimum of 9 graduate credits in each of at least two consecutive semesters; or 2) completion of 9 graduate credits at IUP for at least one semester immediately preceding or following a summer of 9-credit study.

Please note that it will not be possible for all course requirements to be met through summer, evening, and weekend course scheduling. Furthermore, none of our classes are online.

Special Information for Minority and Nontraditional Students

IUP is committed to developing a diverse student body, and the Psychology Department actively encourages minority students and nontraditional students (e.g., individuals who have worked for several years after receiving a bachelor's or master's degree; individuals who have a university degree in a discipline other than psychology) to explore our program. The following information is presented to highlight our recruitment efforts for minority and nontraditional students.

1. Special Admissions Criteria

All applicants are assessed in the context of their backgrounds and cultural experiences. We believe that such traditional predictors of graduate school success as GRE scores may be inappropriate criteria for some minority students and for some older, nontraditional students. Consequently, the relative weighting of our admissions criteria differs for these categories of applicants. We ask that applicants who believe that their GRE scores or other data do not accurately reflect their potential provide the Admissions Committee with additional supportive materials to supplement these criteria. Additional letters of recommendation and descriptions of other areas of strength are encouraged.

2. Opportunities for Special Assistance and Training

All of our doctoral students have access to the Writing Center, a tutorial program sponsored by the English Department. Our existing and nontraditional students and our faculty members are dedicated to assisting new students in adjusting to graduate student life. All students are encouraged to become members of professional associations and organizations which facilitate building a professional identity.

3. Minority and Nontraditional Students

Each year our Admissions Committee enrolls a diverse group of new students. Currently enrolled are several Black and Asian-American students. About half the students of each new class have returned to school after a period of employment or other nonacademic work. Some of these students have earned master's degrees in psychology or other fields and are returning to complete their doctoral work. Still other nontraditional students are making a career shift. Our students range in age from early twenties to middle age and in experience level from recent college graduates to seasoned professionals.

4. Minority Faculty

We have two minority faculty members in our department. Dr. Beverly Goodwin is a clinical psychologist with interest in children, adults, and families; and Dr. Dasen Luo is a quantitative psychologist.

5. Curriculum

All doctoral courses attempt to integrate material on multicultural issues such as minority mental health, cross-cultural counseling and assessment, mental health issues for women, rural mental health, and other social issues in psychology. Minority faculty members are available for special courses and for independent study. A course entitled Racial, Cultural, and Gender Issues in Psychology is required of all students.

Doctoral Student Profile

Each year we admit ten to fifteen new students, about one-third of whom are advanced standing (prior graduate work in psychology). Our current student body represents several states and countries, including New Jersey, Ohio, Florida, Maryland, New York, Utah, Wisconsin, Michigan, Massachusetts, Tennessee, West Virginia, Virginia, North Carolina, Iowa, Delaware, California, Texas, Vermont and Australia. Our students range in age from twenty-two to middle age. Several of our students hold licenses as psychologists or hold certificates for special competencies in the mental health field.

Our admission process attempts to select students who will master both the academic requirements and the professional skills presented in our program. Consequently, new students must have a good knowledge base in psychology demonstrated in prior coursework or in other ways (e.g., Advanced GRE in Psychology). All students will have gained experience in the human services field prior to joining our program (volunteer

work, practicum, employment), and students typically will have participated in some form of research of a psychological nature.

Our Admissions Committee does not review an application if the minimum GPA (3.0 overall and in Psychology) and GRE scores (a score of 500 in each section) are not met unless the applicant presents other supportive materials that offset low scores.

Typically, successful applicants exceed all minimum criteria. For example, the average overall undergraduate GPA of incoming students in 2008 with only a B.A. degree was about 3.7 (ranging from 3.3 to 3.96) with the GPA in psychology about 3.6. Some of our students come with a master's degree; 2008 admits have an average of 3.9 (ranging from 3.8 to 3.9). The median GRE scores for all incoming students in 2008 (with the Verbal and Quantitative mean being 1220) was: Verbal = 580 (ranging from 500 to 700), Quantitative = 640 (ranging from 540 to 700), and Advanced = 650 (ranging from 540 to 750).

Our students use several mechanisms to fund their doctoral education. In 2008-2009, forty-two students will receive financial support from the Psychology Department. Of these students, forty will receive assistantships or related funding (plus partial or full tuition waivers (\$293,112). Two students will be Teaching Associates (\$41,816), and other students will receive outside-of-the-department funding. Many students will also obtain related part-time employment. Students can also use a variety of student loans.

Our program encourages students to enhance their academic work with training-related part-time employment. Students can strengthen their credentials through involvement in these out-of-classroom activities, and most students realize continued payoff by greater choices in internship opportunities and later job offers.

Psychology Faculty

There are currently twenty-six faculty members in the Psychology Department. They represent most of the specialty areas in psychology, and most of them participate in the graduate program.

Berman, Pearl, B.A., Brandeis University; Ph.D., Bowling Green State University. Interests: Child physical and sexual abuse, neglect, spousal violence, violence prevention, doctoral level training. Courses: Child Clinical, Advanced Psychotherapy with Children, Intervention I and II, Family and Child Assessment Clinic.

Federoff, Lynda, B.A., M.A., San Jose University; Ph.D., West Virginia University. Interests: Behavioral medicine, health psychology, anxiety disorders (e.g., PTSD, OCD), cancer. Courses: Psychology and Medicine I and II, Assessment I and III, Abnormal Psychology, Health and Behavior, Clinical Hypnosis, Human Motivation, Death and Dying, and General Psychology.

Goodwin, Beverly, B.A., Pitzer College; M.S., Ph.D., University of Pittsburgh. Interests: Minority mental health, fictive kin and friendship patterns, psychopathology, supervision and training issues. Courses: Personality; Diversity Issues in Psychology; Advanced Psychopathology; Racial, Cultural, Gender Issues in Psychology; Practicum and Internship. Director of Clinical Training.

Hatfield, Derek, B.S, Brigham Young University; M.S., Ph.D., Ohio University. Interests: Factors influencing therapists' judgment of client change and subsequent treatment decisions.

Client deterioration in therapy and the provision of feedback to therapists. Clinical application of therapy outcome assessment. Courses: Abnormal Psychology, Theories of Personality, Advanced Psychopathology.

Husenits, Kimberely, B.A., M.A., Psy.D., Indiana University of Pennsylvania. Interests: Parenting, aging, and professional ethics. Courses: Abnormal Psychology, Lifespan Development, Personality Theory, Assessment Clinic, Professional Issues, Adult Clinic, Personality Systems and Theory.

Kaniasty, Krzysztof, M.A., University of Poznan (Poland); Ph.D., University of Louisville. Interests: Social support and coping with stressful life events, social cognition, psychological well-being. Courses: Social Psychology, Evaluation Research, Experimental Design and Analysis, Stress and Coping.

Knight, Laura A., B.A, Roger Williams College; M.A., Roosevelt University; Ph.D., Oklahoma State University. Interests: Parenting, child/adolescent psychopathology and treatment. Courses: General Psychology, Assessment

LaPorte, David J., B.A., University of Scranton; M.A., Ph.D., Temple University. Interests: Schizophrenia, eating disorders, and paranoia. Courses: Abnormal Psychology, Clinical Neuropsychology, Forensic Psychology, Assessment Clinic.

Long, Anson E., B.S., Washington and Lee University; M.S., Ph.D., Penn State University. Interests: Social construction of the self, interpersonal relationships, stereotyping and prejudice. Courses: General Psychology, Social Psychology.

Luo, Dasen, B.A., Nanjing Normal University (China); M.A., Ph.D., Case Western Reserve University. Interests: Quantitative methods, individual differences in cognition, human intelligence. Courses: Research Design and Analysis I and II, Clinical Research Methods.

McHugh, Maureen C., B.A., Chatham College; M.A., Ph.D., University of Pittsburgh. Interests: Gender, gender differences, methods and bias in psychological research, intimate partner abuse, gender harassment, women's sexual problems, sexual liberation, meaning of home, relational aggression, playful aggression. Courses: Human Sexuality, Psychology of Women, Advanced Social Psychology, Diversity Issues in Psychology.

Meil, William, B.A., University of Pittsburgh; M.A., University of Hartford; Ph.D., Washington State University. Interests: Biological psychology, drug addiction, pharmacotherapy. Courses: Physiological Psychology, Biological Psychology, Drugs and Behavior.

Mills, John, BA, M.Ed., University of Delaware; MS, IUP; Ph.D., SUNY, Buffalo. Interests: Dynamic psychotherapy, assessment, optimal experience, health and sport, mindfulness, interpersonal behavior, professional issues, supervision, and training. Courses: Abnormal Psychology, Intervention, Intro to Clinical Psychology, Supervision, Family Clinic. ABPP

Neely, Tara, BA, Lebanon Valley; M.S, Ph.D., West Virginia University. Interests: Collaborative cognition and everyday problem solving in adulthood. Courses: Developmental Psychology, Adult Development and Aging, Research, Design, and

Analysis I.

Newell, Lisa, BS, Slippery Rock, M.S., Ph.D., University of Pittsburgh. Interests: Perceptual, cognitive, and social-cognitive development typically developing infants and children as well as individuals with autism. Courses: Developmental Psychology, General Psychology.

Palumbo, Mark V., B.S., Penn State University; M.S., Ph.D., Wright State University. Interests: Industrial/organizational psychology, personnel selection, training and evaluation. Courses: General Psychology, Industrial Psychology, Historical Trends.

Pavloski, Raymond, B.S., Pennsylvania State University; Ph.D., McMaster University. Interests: Neural network models of brain function, biopsychology of consciousness. Courses: Biopsychology, Sensation and Perception, General Psychology.

Raeff, Catherine, B.A., Johns Hopkins University; M.A., Ph.D., Clark University. Interests: Parent-child interactions, self-development, cross-cultural perspectives. Courses: Developmental, Child Psychology.

Reardon, Margaret C., B.A., SUNY at Geneseo; M.S., Ph.D., Florida International University. Interests: Social and cognitive influences on juror and jury decision making. Courses: General Psychology, Research Design & Analysis.

Robertson, Donald U., B.A., University of Illinois; M.A., Ph.D., Bowling Green State University. Interests: Psychology of Music, Assessment, clinical child. Courses: Research Methods I, Family Therapy, Assessment II.

Roehrich, Laurie, B.S., University of Maryland; M.A., Ph.D., University of South Florida. Interests: Adult clinical, addictive behavior, cognitive-behavioral therapies, health psychology. Courses: Intervention I, Therapeutic Techniques, Advanced Psychopathology, Stress and Habit Disorders Clinic.

Sadler, Daniel, B.A., Humboldt State University; M.A., California State University, Sacramento; Ph.D., University of Illinois. Interests: Visual memory, false memory, and lexical ambiguity. Courses: Research Design and Analysis, Memory and Cognition.

Sherburne, Cora Lou, B.A., M.A., Ph.D., University of Kentucky. Interests: Implicit learning and attitudes. Courses: Psychological Inquiry, Research Design and Analysis, Conditioning and Learning, Models of Learning.

Zanich, Mary Lou, B.S., M.S., Ph.D., University of Pittsburgh. Interests: Animal behavior, gender issues, history of psychology, learning theory, pedagogy. Courses: Comparative Psychology, Historical Trends, Teaching of Psychology.

Zimny, Susan, B.A., University of Colorado; M.A., University of Michigan; M.S., Ph.D., University of Colorado. Interests: Models of memory, text processing and comprehension, pre-existing attitudes on memory for new information, stereotype threat effects on text comprehension. Courses: Cognition, Experimental Design.

Counseling Center Faculty

Drapkin, Rita, B.A., Carnegie Mellon University; Ph.D., University of Pittsburgh. Interests: Sexual orientation, gender identity, ethics, boundaries, interpersonal psychotherapy, group therapy, trauma, supervision and training.

Kincade, Elizabeth, B.A., Keene State College; M.A., Bowling Green State University; Ph.D., Pennsylvania State University. Interests: Women's issues/feminist therapy, multicultural counseling and therapy, group practice and theory, supervision and training.

Myers, David, M., B.S., Pennsylvania State University; M.A. Edinboro University of Pennsylvania; Ph.D. Pennsylvania State University. Interests: drug and alcohol abuse/dependence, therapist self-disclosure, psychotherapy process, countertransference, and trauma.

Rosenberger, Eric W., B.A., Dickinson College; M.A., Boston College; Ph.D., Pennsylvania State University. Interests: Men's issues, gender issues, psychotherapy process research, spirituality, countertransference research, group therapy.

Simpson-McCleary, Katrina, B.A., Lycoming; MA, Psy.D., Indiana University of Pennsylvania. Interests: Body image and disordered eating concerns, gender issues, trauma work, and supervision and training.

Weiner, Kim, B.F.A., SUNY Buffalo; M.Mus., SUNY Stony Brook; Ph.D., University of Pittsburgh. Interests: Adult Attachment Styles, Emotion theory, neurobiological understanding of trauma and stress, memory and attachment. Dialectical behavior therapy, Mindfulness practice in Psychotherapy, Anxiety Disorders.

Recent Dissertations

Allen, Brian (2008). The Relationship of Physical Discipline and Psychological Maltreatment in Childhood to the Use of Dysfunctional Tension-Reducing Behaviors in Adulthood: The Mediating Role of Self-Capacities (Robertson).

Brass, Jamie (2008). Psychological Benefits of Water Aerobics for Fibromyalgia Patients (Federoff).

DeLong, Danielle (2008). The Effect of Active Learning Exercises on Academic Performance and Nonintellectual Learning Factors (Husenits).

Dietz, Sarah (2008). University Faculty's Response to Student Loss by Death or Romantic Breakup (Thornton).

Dubbs, Jenna (2008). Parent Stress Reduction Through a Psychosocial Intervention for Children Diagnosed With Attention Deficit/Hyperactivity Disorder (Robertson).

Dunn, Candice (2008). An Experimental Study on the Problem of Premature Termination From Therapy by Rural Adolescents (Goodwin).

Dunne, Ryan (2008). The Need for Training Teachers About Childhood Psychiatric Disorders (Husenits).

Ford, Amy (2008). The Effects of Two-Way Mirrors, Video

- Cameras, and Observation Teams on Clients' Judgments of the Therapeutic Relationship (Robertson).
- Francoeur, Keith (2008). The Relationship Between the Five-Factor Model of Personality and Leadership Preferences for Initiating Structure and Consideration (Robertson).
- Haas, Molly (2008). The Effect of Active Versus Passive Hypnotic Inductions on Improving Reaction Time in Division II Baseball Players (Federoff).
- Jett, Scarlett (2008). Impact of Exposure to Pro-Eating Disorder Websites on Body Dissatisfaction and Eating Behavior in College Women (LaPorte).
- Livingston, Nicole (2008). College Students' Perceptions of Playful Aggression in Romantic Couples (McHugh).
- McCracken, Cole (2008). Stereotype Threat in Text Comprehension (Zimny).
- Morgan, Tiffani (2008). An Examination of the Anxiolytic Effects of Interaction with a Therapy Dog (Husenits).
- Simansky, Jennifer (2008). Rural Adolescent Perceptions of the Availability and Accessibility of Substance Abuse Treatment (Roehrich).
- Simpson-McCleary, Katrina (2008). Gender Education and Training in Professional Psychology Programs: An Exploratory Investigation (Goodwin).
- Wilkinson, Charity (2008). Unwanted Sex Versus Rape: How Terms Used to Describe Sexual Assault Impact Perceptions of Blame, Punishment and Reporting (Husenits).
- Zeigler, Victoria (2008). Routine Screening for Autism Spectrum Disorders: Pediatric Practices Six Years After Publication of Practice Parameters (Kaniasty).
- Use Outcome Measures and Others Do Not. *Administration And Policy in Mental Health*, 34(3), 283-291.
- Hatfield, D.R.** & Ogles, B.M. (2007). The Influence of Outcome Measures in Assessment Client Change and Treatment Decisions. *Journal of Clinical Psychology*.
- Ogles, B.M., Carlston, D.L., **Hatfield, D. R.**, Melendez, G., Dowell, K., & Fields, S.A. (2007). The Role of Fidelity and Feedback in the Wraparound Approach. *Journal of Child and Family Studies*.
- Lack, C.W., Sullivan, M.A., & **Knigh, L.A.** (in press). Frederick's Reaction Index: A Review and Further Examination of Psychometric data. *Journal of Aggression, Maltreatment, and Trauma*.
- LaPorte, D.J.**, Vaughn, E.E.*, & Rehil, H.A.* (2007). The Effect of 9/11 on the Incidence of Paranoid Disorders and Content of Paranoid Delusions. The 11th International Congress on Schizophrenia Research, Colorado Springs, CO.
- Kirkpatrick, B., Messias, E., & **LaPorte, D.J.** (In press) Schizoid-Like Features and Season of Birth in a Non-patient Sample. (*Schizophrenia Research*).
- McHugh, M.C.** (2008) Producing Practitioners: Graduate Training as Social Action. Paper presented as part of panel, Four Faces of Feminist Activism. Association for Women in Psychology, San Diego, CA.
- McHugh, M.C.** (2008) Are You Talking to Me: Derogation, Degradation, and Gender Harassment. Panel presented to Association for Women in Psychology, San Diego, CA.
- Garlitz, D.*, **Meil, W.M.** (2007) Political Beliefs and Substance Use Patterns Influence Attributions of Drug Addicting Behavior. *Association Psychological Science Abstracts*.
- Mills, J.A.**, (2008). Using Role Playing in Advanced Supervision. Poster presentation at the American Psychological Association meeting, Boston, MA.
- Mills, J.A.**, (2008). Prioritizing Themes in Psychotherapy Supervision. Paper accepted for presentation at the Eastern Psychological Association Meeting, Boston, MA.
- Margrett, J.A., Ayotte, B.A., **Neely, T.L.**, & Deshpande, N.J. Assessing Everyday Functioning in Emerging and Later Adulthood: Are We Comparing Apples and Oranges? To be presented at the Conference on Emerging Adulthood, Tucson, AZ.

Recent Scholarly Works by Faculty

(Bold print is faculty member, * following name includes doctoral students)

- Berman, P.**, Dinkha, J., Garg, R. & Swiderski, C*. (2008). Using Digital Technology to Promote Effective Education On Violence Prevention. In M. Jaiswal & R. Gard (Ed.) Enterprise Systems and Business Process Management: Global Best Practices. MacMillan Advanced Research Series, MacMillan India LTD: Delhi, India.
- Berman, P.**, & Diorio, M.* (2007). Can the Many Roles of Psychologists be Harnessed to Decrease Violence? Paper presented at the International Conference on Psychology, Athens, Greece.
- Federoff, L.M.** (2008). Taking a 21st Century Look at Belief In a Just World Versus Belief in an Unjust World. Poster presented at the annual meeting of the Eastern Psychological Association, Boston, MA.
- Brass, J.E.*, & **Federoff, L.M.** (2007). Psychological Benefits of Water Aerobics for Fibromyalgia Patients. *International Journal of Aquatic Research and Education*, 1, 255-268.
- Goodwin, B.J.** (2008). People Like Us: Talking About Multiculturalism in the Age of Political Correctness. Presentation at Mercyhurst College, Erie, PA.
- Hatfield, D.R.** & Ogles, B.M. (2007). Why Some Clinicians

Hileman, C., **Newell, L. Jaime**, M. Henderson, H., & Mundy, P. (2008). Face Processing: The N170 ERP Component in Autism. Poster presented for presentation at The American Psychological Association 116th Annual Convention, Boston, MA.

Bahrick, L., Castellanos, I., Shuman, M., Vaillant-Molina, M., **Newell, L.**, & Sorondo, B. (2008). Self-Perception and Social Orienting in Young Children With Autism. Poster presented at the International Meeting for Autism Research, London, UK.

Pavloski, R. (2008). Hidden Perspectives in Emergent Structures Produced by Neural Networks. In S. Vrobel, O.E. Rossler, & T. Marks-Tarlow (Eds.), *Simultaneity: Temporal Structures and Observer Perspectives*. Singapore: World Scientific, pp. 286-300.

Lyons, J.B., Stokes, C., **Palumbo, M.**, Boyle, E., Seyba, J., & Ames, D. (2008). Bringing Logistics into the Laboratory: The Development of a Team-Based Logistics Task. *Air Force Journal of Logistics*, 31(4), 45-52.

Palumbo, M.V., Steele-Johnson, D., and Leas, K. (2008). Comparing Stereotype Threat Perceptions. Accepted for presentation at the 20th Annual Conference of the Association for Psychological Sciences (APS), Chicago, IL.

Reardon, M.C., & O'Neil, K.M. (in press). CSI effect. In B. Cutler (Ed.) *Encyclopedia of Psychology and Law*. Sage Publications: Thousand Oaks, CA.

Reardon, M.C., O'Neil, K.M., & Levett, L.M. (2007). Deciding Mental Retardation and Mental Illness in Capital Cases: The Effects of Procedure, Evidence, and Attitudes. *Psychology, Crime and Law*, 13, 537-557.

Financial Aid

Awards of financial aid are made on a year-to-year basis. Our experience has shown that nearly all first-year students receive aid if they request it and most advanced students receive continuing assistance. The department also maintains contact with several human services agencies which hire psychology graduate students on a part-time basis. Many students combine more than one of the following options to increase their income.

Assistantships

IUP offers both half-time assistantships (20 hours per week work obligation) and quarter-time assistantships (10 hours per week work obligation). Half-time assistantships provide a full tuition waiver for a full year including summer. Quarter-time assistantships carry a one-half tuition waiver for one full year. Assistantship stipends vary by program. As of Fall, 2008, the stipend for doctoral students is \$6,530 for half-time and \$3,265 for quarter-time assistantships. Stipends are paid over nine months, and students may be placed on other university projects during the other three months for additional compensation. Assistants work with psychology faculty members or in related offices on campus. Duties may include supervised counseling, teaching, research, or other activities designed to enhance the

assistant's education. Teaching assistantships involve assisting one or more faculty members in the teaching of undergraduate or graduate courses. Duties usually include a minimal amount of lecturing, lab supervision, and paper grading. Doctoral students who desire more extensive teaching experience may obtain it as a Teaching Associate (next section). Application for an assistantship is due with the application for admission.

Teaching Associates

Doctoral students who have a master's degree or at least 54 graduate credits and who have passed Preliminary Exams may apply for positions as Teaching Associates. Teaching Associates may be given responsibility for teaching up to six credits in the undergraduate curriculum per semester. A package of fee waivers and stipends is provided which equals at least \$20,909.

Grant Funding

Graduate students may also be funded through external grants and contracts secured by Psychology Department faculty members and the university. Duties and stipends vary according to the nature of the project. No formal application is necessary. Students are notified when such funds are available. In many instances, students who are already on assistantship assignments may earn extra income by working on these projects.

Employment Programs

The College Work-Study Program provides an opportunity for graduate students to earn money to help finance educational expenses. Students may be employed on campus for up to twenty hours per week when classes are in session and forty hours per week during vacation periods. Work-study jobs not only help to defray the cost of education but can add valuable practical experience accompanying the student's graduate education. Eligibility is based on financial need as determined by an analysis of the Pennsylvania State Grant Application submitted to Harrisburg. The form is available in the Financial Aid Office.

The State University Employment (UE) Program also provides an opportunity for students to work as an accompaniment to their studies program. Maximum UE hours are twenty hours per week when classes are in session and forty hours per week during vacation periods. No application is necessary.

Doctoral Fellowships

The Foundation for IUP awards several one-year fellowships to first-year doctoral students. Currently, the stipend is \$5,000 added to the assistantship stipend of \$3,265 for a total award of \$8,265. IUP also offers other fellowships each year that are competitively awarded. These cash awards range from \$500 to \$1,000 and are awarded to full-time students, not exclusively to first-year students.

Costs

Tuition and fees at IUP are very modest. A separate sheet in our application packet lists fees for the upcoming year. For 2008-09, the cost for in-state tuition and all additional fees is approximately \$3,852 per semester; out-of-state tuition and fees are \$5,762 per semester. Housing costs also are very reasonable. For example, one-bedroom apartments are available in the range of \$450 to \$550 per month (some utilities included). Other living expenses are also modest.

The University

With its original 1875 building still standing at the heart of its campus, Indiana University of Pennsylvania has a long tradition of academic excellence and receives frequent accolades, including designation as one of *The Best 351 Colleges* in a Princeton Review book by that name.

The university provides an intellectually challenging experience to nearly fourteen thousand students at three campuses, all easily accessible from Pittsburgh and the Middle Atlantic region. IUP is the largest member institution of the Pennsylvania State System of Higher Education and the only one authorized to confer doctoral degrees.

Academic offerings include more than a hundred undergraduate majors with a variety of internship and study abroad programs, more than forty master's degree programs, and eight doctoral degrees. Unusual opportunities for research at all levels and the Robert E. Cook Honors College provide special challenges for academic growth. The variety and quality of instruction are characteristic of a big university, yet at IUP, close, one-to-one relationships develop within the teaching framework, and a strong sense of community prevails.

Housing

IUP does maintain separate housing for graduate students; however, the atmosphere is like that of a dormitory. The Housing Office, the *Indiana Gazette*, www.indianagazette.com (a local newspaper), and the Office of the Director of Doctoral Studies in Psychology are available to assist in locating housing.

Academic Calendar

The university follows a semester plan. Fall classes usually begin in late August and end the third week of December. The Spring semester begins around the third week of January and ends during the second or third week of May. Summer courses follow a 5-5 calendar. Students may enroll in two courses during each five-week session. The Summer Session I begins in early June and Summer Session II ends in mid-August.

University Policies and Procedures

The graduate student is expected to assume full responsibility for knowing graduate program procedures and regulations. The

Doctoral Student Handbook and [Graduate School Catalog](#) describe many of the policies and procedures of the Graduate School and of the Psychology Department. Requests for exceptions to policy are given consideration when unique circumstances exist.

The [Graduate School Catalog](#), which contains descriptions of all graduate curricula and Graduate School policies, will be mailed to you when you are accepted into the program.

International Student Applicants

In addition to following the general procedures for admission to the Graduate School, international students must present evidence of fluency in English. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Students desiring direct information about this examination should write to TOEFL, Educational Testing Services, Princeton, NJ 05840, USA. The Graduate School will not process applications from such students until satisfactory TOEFL scores are filed with the dean of the Graduate School.

International applicants must also present evidence to the Graduate School of having financial resources sufficient to meet the cost of living in Indiana, Pennsylvania; the cost of travel to and from the student's native country; and the cost of graduate education at IUP. Such evidence should be sent directly to Dean, The School of Graduate Studies and Research, IUP, Indiana, Pennsylvania, 15705, USA. The Graduate School gives notification to the university's foreign student advisor of foreign student applications received; the foreign student advisor mails to the prospective foreign student information on housing, arrival dates, and other general information about the university.

Applicants who have questions about legal or other matters such as the issuance of certificates of eligibility and the like should address those questions directly to IUP Foreign Student Advisor, IUP, Indiana, Pennsylvania, 15705, USA.

Affirmative Action

Indiana University of Pennsylvania is an equal opportunity/affirmative action employer committed to excellence through diversity.