



Indiana University of Pennsylvania
Clinical Psychology Doctoral Program
Doctor of Psychology (Psy.D.)
Brochure

Clinical Psychology Doctoral Program
Department of Psychology
Indiana University of Pennsylvania
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The Department

The Department, housed in Uhler Hall, is composed of 19 full-time faculty members. All major content areas in psychology are represented among the faculty, including eight 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).** Contact information for APA:

American Psychological Association
750 1st Street, NE
Washington, D.C. 20002
Phone: 202-336-5979
Email: apaaccred@apa.org

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.

The program is a residential program only on the Indiana, PA campus. It is a fulltime, year-round program; no part-time options are available. The program is designed as a five-year program with the fifth year being a fulltime paid internship in a clinical training facility somewhere in the country.

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, three 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 Child and Family Clinic, Stress and Habit Disorders Clinic, and Assessment Clinic. The treatment clinics provide real-time supervised experience in assessment and therapy. 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. Applicants must also have research and clinical experience (broadly defined for minimal requirements). Students are 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 considered in the evaluation of application materials:

- a. Overall grade point average (GPA) and grades in psychology courses (3.0 minimum in both areas preferred)
- b. Scores on the Graduate Record Examination (GRE). A minimum combined quantitative + verbal score of 290 is necessary, although the average score of those accepted in the program is considerably higher.
- c. Training in research methodology
- d. Prior clinical experience in practicum, employment, or volunteer work
- e. The applicant's statement of goals
- f. Three letters of recommendation
- g. Interviews with faculty (in-person or remote) for applicants invited to interview

Each year we seek a class of 15 students. **Please note we will not be reviewing or considering GRE scores for admission to the 2022-2023 class.**

Breadth of undergraduate training is preferable to narrow specialization. Weaknesses in one area may offset 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.

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 the application is **December 1**. The Admissions Committee will then select a pool of qualified applicants who will be invited for personal interviews starting in January. Announcements of final admission decisions is typically made in February or March.

For further information, write, call, or e-mail Laura Knight, Ph.D., Director of Doctoral Studies, Psychology Department, Indiana University of Pennsylvania, Indiana, PA 15705, (724) 357-4526, laura.knight@iup.edu.

Doctorate in Clinical Psychology

Mission Statement and Program Objectives

Our mission is to train students to serve as professional level practitioners who advance the discipline of psychology, develop the scientific base of psychology, promote public understanding of psychological science and its applications and advance the profession as a means of promoting human welfare.

The Clinical Psychology Doctoral Program (CPDP) has five program aims and accompanying program objectives. They are listed below:

Aim 1: *Students will have a basic knowledge of the broad field of psychology with particular emphasis placed on the scientific basis for professional practice as is appropriate for a local clinical scientist along with the recognition that they will need to be a student for life as the field continues to grow and change.*

Objective A. Students will acquire knowledge of the biological, social and cognitive/affective bases of behavior that provide a foundation for clinical practice.

Objective B. Students will acquire knowledge of human diversity and individual differences that provide a foundation for clinical practice.

Objective C. Students will acquire the ability to integrate knowledge gained from the field of psychology across domains and apply it to case conceptualization at the local level.

Aim 2: *Students will acquire the skills and knowledge in clinical psychology that characterize an entry-level generalist in professional psychology, as well as additional competencies in assessment, adult-focused, or child- and family-focused interventions should they choose, as well as a recognition that they will need to be a student for life as the field continues to grow and change.*

Objective A. Students will acquire knowledge about intervention strategies and case conceptualization through a graded sequence of didactic and experiential clinical activities.

Objective B. Students will acquire knowledge about the principles and methods of valid assessment and how to recognize if a new assessment instrument or procedure is valid and reliable through a graded sequence of didactic and experiential clinical activities.

Objective C. Students will acquire knowledge of the principles and methods of ethical clinical supervision and consultation and gain experience in consulting and providing supervision to others.

Aim 3: *In all professional and training activities, students will act in a way that maintains the highest level of ethical behavior along with a recognition that they will need to be a student for life as the field continues to grow and change.*

Objective A. Students will acquire knowledge of professional ethics and related legal issues in the practice of professional psychology and integrate it into their professional activities.

Objective B. Students will acquire a recognition that knowledge of individual and cultural diversity is critical to ethical professional practice.

Aim 4: *Students will develop an appreciation for and understanding of the methods of inquiry and knowledge generation in psychology with emphasis on traditional approaches to clinical issues along with the recognition that they will need to be a student for life as the field continues to grow and change.*

Objective A. Students will acquire knowledge of research design and statistical techniques to make them effective consumers of research.

Objective B. Students will develop the ability to integrate and apply knowledge of design and analysis as appropriate to the local clinical scientist model.

Aim 5: *Students will be trained in a sequential manner, beginning with basic training in therapeutic interventions, psychological assessment, cultural competence, and research design/analysis. As students progress through the program, more advanced training in each of these domains will be provided and the expectations for minimum levels of competency will increase until they reach the point of being entry-level providers of health service 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 produce research. 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, and students are trained to know and consume 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 do offer “areas of emphasis” where students can begin the process of specialization that will continue on internship and postdoctoral experiences. Current areas represented include child clinical, clinical neuropsychology, forensic psychology, and behavioral medicine. 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 five-year plan permits students to complete elective coursework and practica and to complete the doctoral dissertation prior to the internship. A sample curriculum is outlined on page 5.

The curriculum requires a minimum of 99 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) an internship. In addition, a course in the history of psychology is required.

A. General Coursework: 54 required credits.

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 Intervention: 12 required credits.

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.

Introduction to Therapeutic Techniques (PSYC 830) begins training in conceptualization skills, relationship-building skills, and effective communication skills.

Advanced Therapeutic Techniques (PSYC 831) furthers training in conceptualization skills and exposes students to cutting-edge issues in providing effective psychotherapy.

Therapeutic Techniques Lab (PSYC 832) 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. **Couples and Family Therapy (PSYC 834)** introduces methods of changing the relationship patterns of family and marital systems.

2. Methods of Assessment and Evaluation: 6 required credits.

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. **Psychometrics and Intellectual Assessment (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 of Personality and Psychopathology (PSYC 842)**, students learn basic psychometric theory and are introduced to general issues in assessment such as behavioral assessment.

3. Research and Methodology: 9 required credits.
The research and methodology courses are designed to introduce students to issues and methods in empirical psychological investigations. **Univariate Research Methods I (PSYC 801)** focuses on basic issues in philosophy of science and univariate analysis frequently encountered in clinical research. **Multivariate 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. **Applied Research Methods (PSYC 803)** introduces the methodological issues involved in assessing the effectiveness of intervention strategies.

4. Individual Differences: 9 required credits.
These courses cover the principles of human development and individual differences. **Adult Psychopathology (PSYC 835)** provides in-depth coverage of selected types of pathology along with treatment alternatives. **Personality and 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. **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. Physiological Bases of Behavior: 6 required credits.
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. **Psychopharmacology (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. Cognitive Bases of Behavior: 3 required credits.
Behavioral, Cognitive, and Affective Basis of Behavior (PSYC 852) covers several models of learning. Included are behavioral models such as operant and respondent conditioning, a social-cognitive model, an information-processing model, and cognitive and affective aspects of behavior. Applications to clinical practice are incorporated.

7. Social Bases of Behavior: 6 required credits.
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. **Human Diversity (PSYC 855)** explores the operation of these variables in clinical psychology and the ways they may impact on professional practice.

8. History of Psychology. 3 required credits.
Historical Trends of Psychology (PSYC 810) covers important themes across the history of the field of psychology (and the development of the field) that influenced and serve as the foundation for psychology as a science and practice.

B. Elective Coursework/Special Proficiency: 9 credits.
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.

C. Practicum, Internship, and Professional Issues: 30 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 **Professional Issues and Ethics (PSYC 920, 921, 922)** sequence is an incremental series of three one-credit courses that explore a variety of practice problems, including recordkeeping, privileged communication, malpractice, licensure, and other areas of the interface of psychology and law. **Introduction to Supervision and Consultation (PSYC 976)** covers supervisory models and practices and introduces students to their role as supervisors and consultants.

In addition to practicum and coursework, each student must successfully complete a 12-month fulltime internship (three credits) 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. Internship also provides an opportunity to develop more fully an identity as a health care professional. The internship will occur in the last year of study.

D. Doctoral Dissertation: 9 credits.

The doctoral dissertation is a culminating activity that 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 quantitative or qualitative project. The project requires a review of the literature and the collection and analysis of data. An oral presentation of the proposal and an oral defense of the finished dissertation are required. Depending on the statistical and methodological preparation of the student, a dissertation might consist of an experimental research project; the implementation and evaluation of a workshop, a clinical intervention, or training program; a needs assessment; development of an assessment procedure; and implementation and evaluation of an intervention technique with a unique clientele through a series of single case designs.



CURRICULUM PLAN

FALL 1st Year

801 Univariate Research Methods	3
830 Intro to Therapeutic Techniques	3
835 Adult Psychopathology	3
841 Psychometrics and IQ Assessment	3

SPRING 1st Year

802 Multivariate Research Methods	3
831 Advanced Therapeutic Techniques	3
842 Assessment of Personality	3
832 Therapeutic Techniques Lab	3

SUMMER 1st Year

810 Historical Trends	3
836 Personality and Psychotherapy	3
920 Professional Issues and Ethics I	1
Elective	1-3

FALL Years 2-4

803 Applied Research Methods	3
• Year 2 (MW class)	
971/972/973 Practicum (Internal)	6
• Years 2 and 3	
857 Clinical Neuropsychology	3
852 Beh., Cogn., Affective Behavior	3
853 Issues in Development	3
993 Practicum (External)	3
Elective	3
995 Doctoral Project	3
994 Internship	1

SPRING Years 2-4

834 Couples and Family Therapy	3
• Year 2 (MW class)	
855 Human Diversity	3
• Year 2 (MW class)	
971/972/973 Practicum (Internal)	3
• Year 2	
856 Psychopharmacology	3
858 Advanced Social Psychology	3
976 Supervision and Consultation	3
• Year 3 or 4	
993 Practicum (External)	3
Elective	3
995 Doctoral Project	3
994 Internship	1

SUMMER Years 2-4

921 Professional Issues and Ethics II	1
922 Professional Issues and Ethics III	1
971/972/973 Practicum (Internal)	3
• Year 2	
993 Practicum (External)	3
• Year 3	
Electives	1-3
995 Doctoral Project	3
Elective	1-3
995 Doctoral Project	3
994 Internship	1

Course Descriptions

PSYC 801 Univariate Research Methods in Psychology 3 cr.

This course covers basic principles of design and analysis in psychological research focusing primarily on univariate analyses and methodological issues in clinical research. Prerequisite: Permission.

PSYC 802 Multivariate Research Methods 3 cr.

This course covers advanced principles of design and analysis that are particularly appropriate to clinical research and being competent consumers and designers of clinical research. Topics to be covered might include: MANOVA, Logistic Regression, exploratory factor analysis, structural equation modeling, and general latent variable modeling. Prerequisite: PSYC 801 and PSYC 841.

PSYC 803 Applied Research Methods 3 cr.

This course will help students integrate information from their statistical and clinical courses so that they are able to take on the mindset of a local clinical scientist. The course will have both a conceptual and practical focus. Topics that may be covered include: an introduction to quasi-experimental designs and methods for use in valid program evaluation. Prerequisite: Permission, PSYC 801 or equivalent.

PSYC 810 Historical Trends in Psychology 3 cr.

This course will discuss important themes through the field of psychology that serve as the foundation for psychology as a science and practice. Prerequisite: Permission.

PSYC 811 Teaching of Psychology 1 cr.

This course provides an introduction to the basic dimensions of the teaching process, 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: Instructor permission.

PSYC 830 Introduction to Therapeutic Techniques 3 cr.

This course provides skill building in the development of effective treatment relationships as informed by the research literature on what makes psychotherapy and psychotherapists effective. Important professional and ethical issues in providing treatment to clients are raised. Didactic training is provided in carrying out an effective intake with clients that takes into account issues of individual differences and diversity of both client and therapist. Prerequisite: Permission.

PSYC 831 Advanced Therapeutic Techniques 3 cr.

This course provides didactic training in developing in-depth case conceptualizations and treatment plans using a variety of psychological perspectives. How these clinical tools can be used to provide a coherent, and hope enhancing context for treatment are emphasized along with other factors that research has found enhance client outcomes. There is an emphasis on applying knowledge of client strengths as well as weaknesses to this process as well as an understanding of the client's unique identity/diversity. Prerequisites: PSYC 830 or Permission.

PSYC 832 Therapeutic Techniques Lab 3 cr.

This course provides didactic and experiential training in the tactics of achieving person, symptom, and system relevant change. Students will have the opportunity to provide treatment to a client through the therapy process. Prerequisite: PSYC 830 or equivalent and permission.

PSYC 833 Clinical Group Techniques 3 cr.

This course is an introduction to the theory and practice of therapeutic group work. Students will be provided both instruction and experience with a variety of group techniques. Prerequisite: Permission.

PSYC 834 Couples and Family Therapy 3 cr.

This course provides an overview of theoretical models covering the treatment of couples and families. Current research findings that form an empirical base for couple and family therapy are highlighted. Students are introduced to the basic clinical skills required for work with families and couples. Prerequisite: Permission.

PSYC 835 Adult Psychopathology 3 cr.

The course emphasizes current diagnostic systems in use for understanding psychological disorders. Descriptions and causes of disorder covered in-depth and implications for treatment are drawn. Students will gain facility with the accurate use of formal diagnostic systems. Prerequisite: Permission.

PSYC 836 Personality and Psychotherapy 3 cr.

This course reviews personality systems, including classic and integrative approaches, in a comparative manner. The underlying theoretical bases for major therapeutic approaches are covered. Prerequisite: Permission.

PSYC 841 Psychometrics and Intellectual Assessment 3 cr.

This course provides an introduction to theoretical and practical issues in assessment of psychological functioning including conceptualizations of intelligence and ethical issues in its assessment. Principles of test construction and basic psychometrics will also be covered. Emphasis is on intellectual assessment of adults and children including administration, scoring, interpretation and report writing of standard cognitive measures. Exposure to a variety of cognitive assessment tools will occur as well as development of clinical skills (interviewing, history taking) within the context of intellectual assessment. Prerequisite: Permission.

PSYC 842 Assessment of Personality and Psychopathology 3 cr.

This course provides an introduction to theoretical and practical issues in assessment of psychological functioning in the areas of objective and projective tests, behavioral observations, and self-report measures and other assessment techniques. Emphasis is on personality assessment of adults and children including administration, scoring, interpretation and report writing. Exposure to a variety of personality assessment tools will occur as well as development of clinical skills (interviewing, history taking) within the context of the assessment of personality and psychopathology. Prerequisites: PSYC 841, permission.

PSYC 852 Behavioral, Cognitive, and Affective Basis of Behavior 3 cr.

This course reviews major theories, principles, laws, and concepts in the psychology of behavior, cognition, and affect. Topics may include classical, operant, cognitive, evolutionary, social, and connectionist models of learning. Applications of learning theory principles in changing maladaptive behavior both for individuals and groups will be emphasized. Prerequisite: Permission.

PSYC 853 Issues in Developmental Psychology 3 cr.

This course is designed to provide an overview of some of the primary issues discussed by developmental psychologists and the interface of these issues within clinical psychology. In particular, the course will explore theories of development and developmental changes in human cognition, social interaction and personality with age and as they inform clinical psychology across the lifespan. Topics might include: historical and current theories of cognitive and personality change, attachment, and issues in aging. Prerequisite: Permission.

PSYC 855 Human Diversity 3 cr.

The course examines the way(s) in which differences among people impact human interactions. The differences addressed include: ethnicity, race, social class, gender, sexual orientation and ability status. Theory, research and practice issues are examined in relation to themes of diversity including: identity, assimilation, culture, family, worldviews, systems of oppression, privilege, and intergroup conflict. Prerequisite: Permission

PSYC 856 Psychopharmacology 3 cr.

This course provides an introduction to various aspects of drugs and behavior. Topics include 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 857 Clinical Neuropsychology 3 cr.

This course is designed for the study of brain-behavior relationships as they relate to clinical phenomena. Coverage will include conditions such as traumatic brain injuries, neoplasms, epilepsy, cerebrovascular dysfunction, amnesic disorders, and neurocognitive disorders (dementia, delirium). Neuropsychological assessment techniques will be included in the discussion of the clinical conditions. Prerequisite: Permission.

PSYC 858 Advanced Social Psychology 3 cr.

This course provides an advanced survey of the relationship between the social environment and human behavior. Topics might include situational and environmental influences on behavior, social perception, human relationships, human behavior in social

groups, inter-group conflict, and attitudes and attitude change. Contributions of social psychological research to clinical psychology will be examined. Prerequisite: Permission.

PSYC 860 Psychopathology of Children, Adolescents, & Families 3 cr.

This course provides an introduction to how the process of development influences what is considered normal and abnormal as they relate to children, adolescents and families. The research literature relevant to, and the clinical characteristics of, the major disorders of childhood are covered. Topics that may also be covered include: assessment, diagnosis, and primary prevention. Prerequisite: Permission.

PSYC 861 Psychology and Medicine 3 cr.

This course provides an introduction to health psychology and its role in behavioral medicine and primary care. Topics covered may include: psychophysiology, pain management, lifestyle behavior change, and interfacing with the medical professions. Prerequisite: Permission.

PSYC 881 Special Topics 1-6 cr.

Designed to examine a Special Topics in depth. Students prepare presentations representing selected research areas. Prerequisite: Permission.

PSYC 920 Professional Issues and Ethics I 1 cr.

This course is designed to foster an understanding of the major legal and ethical issues important to professional competency in the science and practice of psychology. Emphasis is placed on the regulation of the practice of psychology, APA and state governance, theories of ethical conduct and fundamentals of ethical decision making. Prerequisite: Permission.

PSYC 921 Professional Issues and Ethics II 1 cr.

This course reviews risk management regarding compliance with the legal and ethical standards set forth by APA, local and regional governing bodies. Particular emphasis is placed on professional practices for which psychologist are more likely to be sanctioned by national and regional regulatory bodies and best practices within ethical and legal boundaries for the profession. Prerequisite: PSYC 920, Permission.

PSYC 922 Professional Issues and Ethics III 1 cr.

This course is designed to be a capstone course for this sequence. Emphasis will be on APA practice guidelines and state rules governing the profession. Additionally, legal aspect of clinical practice will be examined including responding to subpoenas, legal decisions impacting the profession, the role of state boards, etc. Ethical and practice issues related to the interface with insurance companies and panels will also be covered including credentialing, billing and reporting issues. Ethical issues will be integrated with student's clinical experiences. Prerequisite: PSYC 920 and 921, Permission.

PSYC 960 Psychotherapeutic Techniques with Children, Adolescents and Families 3 cr.

This course provides an introduction to how the process of development influences what styles of communication, treatment strategies, and assessment strategies are most effective for minors of different ages. How the diversity of the clinician, minor, and minor's family can interact within the treatment and assessment process are explored. Topics will include a review of empirically supported treatments for the major disorders of childhood and adolescence and ethical issues that arise in clinical practice with minors. Experiential practice in effective treatment and assessment strategies may also be provided. Prerequisite: Permission.

PSYC 962 Clinical Hypnosis 2 cr.

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

PSYC 971 Therapy Clinic I 3-9 cr.

This course is a practicum experience within the Center for Applied Psychology. All therapeutic services are carried out under the supervision of a licensed clinical psychologist. 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: permission.

PSYC 972 Therapy Clinic II 3-9 cr.

This course is a practicum experience within the Center for Applied Psychology. All therapeutic services are carried out under the supervision of a licensed clinical psychologist. 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: permission.

PSYC 973 Assessment Clinic 3-9 cr.

This is a practicum experience within the Assessment Clinic of the Center for Applied Psychology. A team training model (open group supervision) combined with close individual supervision is utilized. Emphasis is on skill development in interviewing, administration and scoring of psychological and neuropsychological assessment instruments, report writing, and consultation with community agencies and health care professionals. This course can be repeated. Prerequisites: permission.

PSYC 974 Special Projects/Intake Clinic 1-6 cr.

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. Prerequisites: PSYC 831, PSYC 842, PSYC 832, or their equivalents and instructor permission.

PSYC 976 Introduction to Supervision & Consultation 3 cr.

This course surveys professional issues, theories, existing research and implementation methods in supervision and consultation. Using lectures, discussions, and simulations, students will learn how to promote the development of individuals and organizations that are involved in the resolution of human problems in adaptation and facilitation of human development.

PSYC 981 Special Topics 1-6 cr.

Examines Special Topics in depth. Students prepare presentations representing selected research areas. Prerequisite: Permission.

PSYC 982 Independent Study in Psychology 1-3 cr.

Individual students develop and conduct research studies or engage in clinical activities in consultation with a faculty member. Prerequisite: Permission.

PSYC 988 Proseminar in Clinical Psychology 1-3 cr.

This rotating seminar course will cover various topics of interest within clinical psychology. Prerequisite: Permission.

PSYC 993 Advanced Psychological Practicum 1-21 cr.

Provides supervised experience in applied settings. Variable credit, depending on setting. Prerequisite: Permission.

PSYC 994 Internship 3 cr.

This one-year clinical experience is 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. This may involve clinical assessment, therapy or both. Gaining and internship is a competitive experience involving considerable preparation prior to application. This application process, and how matching between student and internship site occurs, follows the procedures of the American Psychological Association. This is a full-time experience for twelve months. Prerequisites: Successful completion of the Clinical Proficiency Examination and proposal meeting for Doctoral Project.

PSYC 995 Doctoral Project (Dissertation) 3-9 cr.

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 prior to carrying it out 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.

Students traditionally take the Clinical Comprehensive Examination and Research Proficiency Examination in the summer of their second year. These examinations assess each student's critical knowledge related to Intervention, Assessment, Psychopathology and Research at a level appropriate for a professional psychologist.

Students traditionally take the Clinical Proficiency Examination during their third year. Students are presented with case vignettes and examined by three clinical faculty on issues of clinical intervention, assessment, ethics, and diversity. The Clinical Proficiency Examination assesses students' demonstration of proficiency at the pre-internship level of general psychological practice consistent with the standards of the CPDP and the expectations of internship sites.

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. An average GPA of 3.0 is necessary for satisfaction of the master's degree.

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 Clinical Comprehensive Examination and the Research Proficiency Examination, 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 by the Curriculum Training Committee. Transfer of credits can be requested in satisfaction for required coursework or toward elective credits. A maximum of 33 semester hours of credit may be approved. 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 no evening, weekend, or online courses, makes it impossible for someone currently employed 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 Historically Excluded, Underrepresented, and Nontraditional Students

IUP is committed to developing a diverse student body, and the Psychology Department actively encourages students from historically excluded groups (e.g., racial minorities), students from underrepresented groups, 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. For this year only, the GRE application requirement is waived due to Covid-19. Typically, 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 that facilitate building a professional identity.

3. Diversity Across Students

Each year our Admissions Committee enrolls a culturally diverse group of new students. Currently enrolled are students representing different cultural groups. Some of 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. 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. A course entitled Human Diversity is required of all students.

Doctoral Student Profile

Each year we aim to admit ten to fifteen new students. Traditionally, about one-third tend to have prior graduate work in psychology, and only a small portion are residents of Pennsylvania. Most of our students come from other states and countries. Our students are a wide range of ages.

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. 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) is not met unless the applicant presents other supportive materials that offset low scores. Typically, a minimum combined GRE score of 290 is required; however, the GRE requirement has been waived for this year only due to Covid-19. Typically, successful applicants exceed all minimum criteria.

Our students use several mechanisms to fund their doctoral education. Over the past five years, we have provided all students some amount of financial support, mostly in the form of graduate assistantships that come with partial (50%) or full tuition waivers. We have a small number of Teaching Associate positions. Most students take out a variety of student loans.

Psychology Faculty

There are currently nineteen 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, elder abuse and financial exploitation, violence prevention, doctoral level training. Courses: Child Clinical, Family Clinic, Therapeutic Techniques, Violence across the Lifespan.

Davis, Stephanie, B.A., Colgate University; M.S., Ph.D., University of Pittsburgh. Interests: Anxiety and depression in children and adolescents; emotion socialization; emotion regulation. Courses: Developmental Psychology, Abnormal Psychology, Child and Adolescent Psychopathology, Introduction to Therapeutic Techniques, Issues in Developmental Psychology, Multivariate Research Methods.

Farrell, William, B.S., Tufts University, Ph.D., Indiana University. Interests: Neural endocrine and experiential regulation of aggression and stress, and executive function and substance use. Courses: Physiological Psychology, Behavioral, Cognitive, and Affective Basis of Behavior.

Hatfield, Derek, B.S., Brigham Young University; M.S., Ph.D., Ohio University. Interests: Therapists Effects Research. 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, Personality and Psychotherapy, Adult Psychopathology, Stress and Habit Disorder Clinic, Therapeutic Techniques Lab.

Johnson, Tara, B.A., Lebanon Valley; M.S., Ph.D., West Virginia University. Interests: Improving cognitive aging (destination memory), parent-child estrangement (disenfranchised grief), women in science. Courses: Developmental Psychology, Adult Development and Aging, Non-normative Development in Adulthood, Psychology of Death and Dying, Learning and Cognition, Research, Design, and Analysis I.

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, Experimental Design and Analysis, Stress and Coping, Cultural Psychology.

Knight, Laura A., B.A., Roger Williams College; M.A., Roosevelt University; Ph.D., Oklahoma State University. Interests: Attention-deficit/hyperactivity disorder, autism spectrum disorder, parenting, child/adolescent assessment and treatment. Courses: Psychometrics and Intellectual Assessment, Methods of Intervention II, Child and Family Clinic.

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, Psychology & Medicine, Neuropsychological Assessment, 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: Social Psychology, Community Psychology and Prevention Science, Advanced Social Psychology, Applied Research Methods.

McHugh, Maureen C., B.A., Chatham College; M.A., Ph.D., University of Pittsburgh. Interests: Gender, methods and bias in psychological research, intimate partner violence, gender harassment, women's sexuality, older women, women and shame, menstrual shame, hooking up, weight bias, medicalization of women's experiences. Courses: Identity and Interaction in a Diverse World, Gender and Violence, Psychology of Women, Human Sexuality, Sex and Gender, Diversity Issues in Psychology, Qualitative Research, Human Diversity.

Meil, William, B.A., University of Pittsburgh; M.A., University of Hartford; Ph.D., Washington State University. Interests: Behavioral neuroscience, Drug addiction and executive function, Pharmacotherapy. Courses: Psychopharmacology, Biological Psychology, Teaching of Psychology.

Mills, John, B.A., M.Ed., University of Delaware; B.A., M.S., IUP; Ph.D., SUNY - Buffalo. Interests: Dynamic psychotherapy, optimal experience, mindfulness, History of Science, interpersonal behavior, shame, professional issues, supervision, and training. Courses: Abnormal Psychology, Intervention, Intro to Clinical Psychology, Professional Issues and Ethics, Introduction to Supervision and Consultation.

Newell, Lisa, B.S., Slippery Rock, M.S., Ph.D., University of Pittsburgh. Interests: Perceptual, cognitive, and social-cognitive development typically developing infants and children and individuals with autism; the impact of social media on development across tweens, teens, and young adults. Courses (undergraduate): Developmental Psychology, Child Psychology, General Psychology, Practicum. Courses (graduate): Issues in Developmental Psychology.

Palumbo, Mark V., B.S., Penn State University; M.S., Ph.D., Wright State University. Interests: Industrial/Organizational Psychology: Personnel selection, employment testing and prediction, fairness in testing, employee training and performance evaluation. Courses: General Psychology, Industrial/Organizational Psychology, Historical Trends in Psychology.

Perillo, Anthony D., B.A., University of Florida, M.A., John Jay College, M.Phil, Ph.D., CUNY Graduate Center. Interests: Clinical decision-making in forensic settings, sexual violence prevention, effectiveness of sexual violence legislation. Courses: Abnormal Psychology, Adult Psychopathology, Assessment of Personality and Psychopathology, Forensic Psychology.

Perillo, Jennifer T., B.A., Mills College, M.A., John Jay College, M.Phil, Ph.D., CUNY Graduate Center. Interests: Wrongful convictions, interrogations and confessions, plea bargaining, adversarial allegiance and expert testimony, and legal decision making. Courses: Forensic Psychology, Historical Trends in Psychology, Psychological Research I and II, Univariate Research Methods in Psychology.

Raeff, Catherine, B.A., Johns Hopkins University; M.A., Ph.D., Clark University. Interests: using systems theory to conceptualize human action and development holistically. Courses: Developmental Psychology, Advanced Topics in Development.

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, perceptions of militarization of police and police use of force, criminal and environmental justice. Courses: Research Design & Analysis, Forensic Psychology, Environmental Psychology, Univariate Research Methods in Psychology.

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: Therapeutic Techniques, Adult Psychopathology, Abnormal Psychology, Psychopharmacology, Practicum, Internship.

Financial Aid

Awards of financial aid are made on a year-to-year basis. Our past experience is that nearly all first-year students receive aid 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 student funding in the form of Graduate Assistantships. Graduate Assistants (GAs) 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 GA's education. Some GAs will assist a faculty member with non-teaching duties. Graduate Assistantships typically are work arrangements where the student works for eight hours/week in their assigned position during the Fall and Spring semesters. Assistantships offer partial tuition remission and a stipend.

Teaching Associates

Doctoral students who desire more extensive teaching experience may obtain it as a Teaching Associate (next section). Doctoral students who have a master's degree or at least 54 graduate credits 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 \$21,000. Teaching Associates are given the responsibility of teaching undergraduate courses and are assigned a faculty mentor.

Costs

Tuition and fees at IUP are found on our website under the link: *Student Admissions, Outcomes, and Other Data*. Housing costs 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 over ten thousand students at three campuses, all easily accessible from Pittsburgh and the Middle Atlantic region.

Housing

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

Academic Calendar

The University follows a semester plan. Fall classes usually begin in late August and end the second 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 *PsyD 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.

A copy of the [Graduate School Catalog](#), which contains descriptions of all graduate curricula and Graduate School policies, will be sent 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, 15705-1048, USA. The Graduate School gives notification to the university's international student advisor of international student applications received; the international student advisor mails to the prospective international 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 [Office of International Education](#).

Affirmative Action

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