Chapter 1. Orientation to the Department and Clinical Program

Welcome to the Clinical Psychology program at CUA! As you know, our admissions process is very selective, and students admitted to the program have shown themselves to have particular promise. We look forward to working with you as you become a clinical psychologist.

This handbook is designed to be a resource throughout your time in the program. Although we have tried to cover all important topics, it is quite likely that you will have further questions now or as you go through the program. Please do not hesitate to consult your advisor, the Director or Associate Director of Clinical Training, other faculty members, and/or fellow students for information and advice at any time.

The CUA Student Handbook complements this Clinical Psychology handbook, with information on many topics not covered here. The address is: http://studenthandbook.cua.edu. There also is a CUA online graduate student orientation that you may find useful: http://graduateorientation.cua.edu.

General Description of the Program

The educational model articulated in the Gainesville conference on scientist-practitioner education and training (Belar & Perry, 1992) forms the basis of our program. Consistent with the Gainesville conference report, we see the meaning of "scientist-practitioner" as involving an integration of science and practice in all activities a clinical psychologist undertakes. In our model, scholarly and applied training are not separate tracks, but are aimed at a similar goal of educating psychologists who can "embody a research orientation in their practice and a practice relevance in their research" (Belar & Perry, 1992, p. 72). We see the experiences of our program not necessarily as training all graduates to continue performing the same activities that they did in the program, but rather as teaching a way of thinking about psychology. This way of thinking may be summarized as critical thinking, grounded in the science of psychology.

The goals of the program follow from this overall philosophy:

- Goal 1. The program seeks to train psychologists who have a broad base of knowledge in the science of psychology.
- Goal 2. Students will acquire competence in all aspects of conducting clinical research.
- Goal 3. Students are trained to be competent in the practice of clinical psychology.
- Goal 4. The program seeks to prepare graduates with the professional attitudes and behaviors required for successful functioning in their roles as psychologists.
- Goal 5. Students who select the concentration in Children, Families, and Cultures (CFC) will become competent in knowledge, scholarship, and practice with children and families within their cultural contexts.
The clinical faculty includes members from a variety of theoretical orientations and clinical skill areas. Clinical training is broad and offers exposure to a wide range of clinical methods and approaches.

**Overview of Academic Program and Clinical Training**

The clinical program has been continuously accredited by the Commission on Accreditation of the American Psychological Association (APA) since 1948 (Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002; [http://www.apa.org/ed/accreditation/](http://www.apa.org/ed/accreditation/); 202-336-5979), and is the largest doctoral program in the Department of Psychology. The curriculum is intended to reflect the program goals of training clinical psychologists who are skilled both in performing and evaluating scientific work and in delivering professional services of high quality to individuals, families, and the community. CUA's doctoral program in clinical psychology requires 5 years to complete.

To achieve the goals of educating empirically sophisticated clinical psychologists, the program requires all students to enroll in Research Methods and two semesters of Statistical Methods. In addition, students are required to complete a three-semester research apprenticeship. The apprenticeship involves supervised research that typically culminates in an empirical or review article. Consistent with our goal of training psychologists who are grounded in broad and general knowledge of the science of psychology, students are required to take two courses in the Foundations of psychology in the first year. One of these covers Biological and Cognitive Foundations, and the other covers Historical and Social Foundations. One non-clinical course beyond these basics is required in the social, cognitive-affective, and biological bases of behavior.

The program is widely respected for preparing graduates who are competent to function professionally. The close supervision that we provide in clinical training is a hallmark of the program. Assessment training begins with courses in psychopathology, interviewing skills, and intellectual assessment. These are followed by available course work and experience in child and adolescent, self-report, neuropsychological, and/or projective personality assessment, as well as an elective practicum in the administration and interpretation of assessment batteries.

Training in intervention techniques incorporates course work and experience in basic principles of psychotherapy. Additional courses offer training in cognitive and behavior therapy, psychodynamic approaches, psychotherapy with children, and family therapy. Students begin practicum training in psychotherapy during the second year through an on-campus practicum experience with clients in the University Counseling Center that is typically supervised by core clinical faculty. Additional on-campus practica are available in family therapy and assessment.

During the third and fourth years of the program, students have opportunities to add a range of training experiences. Students spend 16 hours per week, in third and fourth year, in an externship experience in a mental health agency in the DC metropolitan area. A wide range of
excellent area clinics, agencies, and hospitals have first-class clinical psychology staff who are committed to the training of graduate students.

The major departmental examination is a written comprehensive examination in clinical psychology that is taken during the third year of graduate study. The examination assesses the student's ability to define, organize, integrate, and clearly present an important domain of knowledge in clinical psychology.

Work on the doctoral dissertation begins during the third or fourth year. The dissertation is a scholarly work based upon empirical research that contributes to the body of psychological knowledge. In developing dissertation topics, students are encouraged to pursue questions that relate to substantive issues facing the field of clinical psychology.

Clinical training culminates with a 1-year internship at an approved setting off-campus, preferably an APA-accredited internship. This experience is often completed during the fifth academic year. Students are required to have proposed their dissertation before applying for internship.

Outcome data indicate that the program is successful in meeting its goals. Our students have been very successful in obtaining clinical internships at excellent training sites. Our recent alumni have taken initial positions most frequently in medical schools, medical centers, independent practice, and university counseling centers, as well as a wide variety of other types of settings. We also prepare students for academic careers. Graduates of the program report that they are highly satisfied with the education they received.

**Ethical Conduct**

The application of ethical principles is essential to all components of a psychologist's professional life. Students are required to become familiar with the ethical principles guiding psychology. The program requires students to act according to these principles in all professional work, which includes course work; research; clinical training and practice; and relationships with clients, faculty, supervisors, other professional and nonprofessional staff, and fellow students. Additional details on ethical conduct are found in Chapter 2 of this handbook. The ethical principles governing conduct of psychologists are found in:


Further, students indicate their understanding and acceptance of the contents of this Handbook when accepting an offer of admission to our PhD Program. Students are held to the requirements stipulated by the Handbook edition that was active at the time of their admission into the
program, unless otherwise indicated; however, students are strongly encouraged to adopt the requirements of the most current Handbook.

**Children, Families, and Cultures**

Some students may elect to pursue the concentration in Children, Families, and Cultures (CFC). This involves taking courses in this area, attending regularly scheduled research seminars with all graduate students and faculty in the area, taking the comprehensive exam in CFC, gaining supervised clinical experience with children and families, and conducting research in this area that is approved by CFC faculty.

Additional details on the CFC concentration, including its mission, requirements, and current research programs, are available at: [http://psychology.cua.edu/graduate/cfc.cfm](http://psychology.cua.edu/graduate/cfc.cfm).

**Student-Faculty Meetings**

The program holds regular student-faculty meetings, generally once per semester. The meetings provide an opportunity for students to raise issues or concerns they may have about any aspect of the program, and for faculty to discuss with students potential programmatic changes. Students are assured that there will be no negative ramifications or consequences for their raising problems or issues. In addition, since some students may remain reluctant to publicly raise concerns, there is an opportunity to put issues on the agenda anonymously. The spring student-faculty meeting includes time for students who have just been through the psychology internship match process to offer advice and encouragement to students who have yet to reach that point in the program.

**Full-Time Clinical Faculty Teaching and Research Interests**

Claire Adams Spears, Ph.D. (Louisiana State University), Assistant Professor.
- Mindfulness; health behavior change; health disparities; use of mobile technology for research and intervention.

Sandra Barrueco, Ph.D. (University of Denver), Associate Professor; Director of Clinical Training.
- Early childhood development; mood and language (including bilingual); ethnic and linguistic minorities; immigrants; prevention and intervention services; clinical and research assessment; statistical analysis.

Carol R. Glass, Ph.D. (Indiana University), Professor and Director of Undergraduate Studies.
- Cognitive-behavioral therapy and assessment; shyness and social anxiety; cognitive factors in anxiety; mindfulness; psychotherapy integration; psychotherapy research; sport psychology.

Marcie C. Goeke-Morey, Ph.D. (University of Notre Dame), Associate Professor.
Children's development in the context of family/community/culture, family relationships (marital/parent-child), political/community violence, emotional security.

David A. Jobes, Ph.D. (American University), Professor; Associate Director of Clinical Training. Suicide; clinical suicidology; crisis intervention; ethics and risk management.

Brendan A. Rich, Ph.D. (University of Florida), Associate Professor. Pediatric bipolar disorder, anxiety disorders in children and adolescence, neural mechanisms of childhood mood disorders, the efficacy of a group therapy program for children.

Barry M. Wagner, Ph.D. (University of Vermont), Professor. Parenting interventions, adolescent suicide, family interaction, family therapy, stress and coping.

**Professor Emerita Teaching and Research Interests**

Diane B. Arnkoff, Ph.D. (Pennsylvania State University), Professor Emerita. Psychotherapy integration; psychotherapy process and outcome; cognitive behavior therapy; cognitive factors and mindfulness in anxiety.

**Adjunct Clinical Faculty, Visiting Professors, and Lecturers**

Kevin Crowley, Ph.D. (The Catholic University of America), Lecturer. Assessment in Clinical Practice

Jennifer Crumlish, Ph.D. (The Catholic University of America), Lecturer. Psychopathology.


C. David Missar, Ph.D. (The Catholic University of America), Lecturer. Assessment, neuropsychological assessment, forensic psychology.

**Other Departmental Programs**

In addition to the Ph.D. in Clinical Psychology, the department offers doctoral degrees in **Applied-Experimental Psychology** (faculty: Nancy Adleman, Deborah Clawson, James Howard, Martin Safer, and Marc Sebrechts) and **Human Development** (faculty: Kathryn Degnan, James Youniss; Marcie Goeke-Morey, who is a developmental psychologist).

There are also three programs within the Psychology Department that offer an M.A. degree: (a) General Psychology, (b) Human Factors, (c) Psychology and Law (joint M.A.-J.D. degree).
Nonclinical Full-Time Psychology Faculty and Research Interests

Nancy Adleman, Ph.D. (Stanford University), Assistant Professor.
   Neural correlates of attention and attention-emotion interactions in pediatric mood disorders; neuropathophysiology of pediatric and adult bipolar disorder; structural and functional neuroimaging; cognitive neuroscience; clinical neuroscience.

James Brennan, Ph.D. (Kent State University), Professor.
   History of psychology; drug interventions in hearing disorders.

Deborah M. Clawson, Ph.D. (University of Colorado), Associate Professor; Director, Applied Experimental Ph.D. program
   Memory; prospective memory; cognitive rehabilitation; planning.

Kathryn Degnan, Ph.D. (University of North Carolina at Greensboro), Visiting Assistant Professor. Early individual differences in emotion and behavior (e.g., behavioral inhibition, exuberance), within-person and environmental mechanisms; risk and resilience across development.

James H. Howard, Jr., Ph.D. (Brown University), Wylma R. and James R. Curtin Professor.
   Cognitive neuroscience of aging.

Martin A. Safer, Ph.D. (University of Wisconsin), Professor and Director, Masters Degree Programs.
   Emotion; emotion and memory; eyewitness memory.

Marc M. Sebrechts, Ph.D. (Yale University), Professor and Department Chair.
   Learning and technology; human-computer interaction; perception; virtual reality.

James Youniss, Ph.D. (Catholic University of America), Professor Emeritus.
   Political and civic development; youth development.

Administrative Staff

Judy A. Falk, Administrative Assistant.
To Be Determined, Academic Specialist.

Reference