CHAPTER 5. COURSE REQUIREMENTS AND ENROLLMENT

The following is from the Graduate Announcements (catalogue) of the University, [http://graduatestudies.cua.edu/res/docs/Graduate-Announcements.pdf](http://graduatestudies.cua.edu/res/docs/Graduate-Announcements.pdf):

The program of studies to be pursued by the candidate for the doctoral degree must include a minimum of fifty-three (53) credit hours of graduate course work, of which at least thirty-five (35) credit hours must be in the major subject. The remainder must be completed in a program that has been approved by the school dean and the department chair (where applicable). Individual schools or departments may prescribe additional requirements, and the student should consult the appropriate school for information on coursework and requirements specific to the degree program of interest.

Courses carrying graduate degree credit normally will be scheduled for three credit hours per semester. Continuing education courses are not acceptable in meeting requirements for graduate degree programs. Courses given during the summer semester and compressed format courses also consist of three credit hours or its equivalent as determined by the dean of the school sponsoring the course.

The Clinical Psychology program meets these requirements of the university.

5.1 Required Course Sequence for Clinical Students

A. Specific Required Courses

a. **PSY 640 (Human Development).** This is taught every year, and is taken in either the second or third year of the program. Required beginning with class entering in 2011.

b. **PSY 705 (Statistical Methods I) and PSY 706 (Statistical Methods II):** The required statistics sequence of courses is completed in the student’s first year.

c. **PSY 709 (Biological and Cognitive Foundations) & 710 (Historical and Social Foundations):** Clinical students complete this sequence of courses in their first year. (The requirement for one foundation course began with the entering class of 2005 and the requirement for two foundation courses began in Fall 2008. The course format was adapted from PSY 709 (Historical and Biological Foundations) and PSY 710 (Cognitive and Social Foundations) in 2014.)

d. **PSY 811 (Research Methods in Psychology):** This course is taken in the student’s first Fall semester.

e. **PSY 813 (Psychopathology):** Completed in the student’s first Fall semester.

f. **PSY 830 (Cultural Issues in Clinical Psychology):** PSY 830 is taught every other year and is taken either in the student's second or third year. (This course became a requirement with the entering class of 2007.)

g. **PSY 840 (Ethics and Professional Issues):** Beginning with the class entering in
2004, PSY 840, Ethics and Professional Issues, is a required course. It is offered every other year. As such, students complete this course either in their second or third year in the program.

h. **PSY 901 (Clinical Assessment I), PSY 902 (Clinical Assessment II), and PSY 903 (Lab in Clinical Assessment II-1 credit):** The clinical assessment sequence is taken in the first year in the clinical psychology program.

i. **PSY 907 (Practicum in Individual Psychotherapy) and PSY 908 (Practicum in Individual Psychotherapy):** During their second year, clinical students provide psychotherapy in the Counseling Center and engage in individual and group supervision with a clinical faculty member.

j. **PSY 921 (Psychotherapy: Research and Method):** This course is completed in the spring semester of the clinical student’s first year in the program.

k. **PSY 793 (Research Apprenticeship for PhD):** Research training is formally supervised by faculty across the spring semester of the first year and throughout the second year. Students register for PSY 793 for all three semesters.

**B. Three selected courses in the following non-clinical areas:**

a. One in **Biological Bases** of behavior, from among:
   - 620 Psychology, Biology, and Technology; Dr. Sebrechts
   - 625 Psychological Perspectives on Aging (formerly Cognitive Aging); Dr. Howard
   - 712 Seminar in Cognitive Disabilities; Drs. Howard and Sebrechts
   - 714 Introduction to Neuropsychology; Staff
   - 755 Affective and Cognitive Neuroscience; Dr. Adleman
   - 759 Cognitive Neuroscience; Dr. Adleman
   - 820 Clinical Psychopharmacology; Dr. Hendricks

b. One in **Social Bases** of behavior from the following:
   - 626 Marital Conflict and Children; Dr. Goeke-Morey
   - 627 Couple and Family Interaction; Dr. Goeke-Morey, Wagner
   - 645 Social Development; Dr. Goeke-Morey
   - 763 Social Psychology and Practice; Clinical Staff

   c. One in **Cognitive and Affective Bases** of behavior from the following:
   - 621 Cognitive Rehabilitation; Dr. Clawson
   - 622 Cognitive Development; Staff
   - 624 Seminar: Cognitive Science; Dr. Howard
   - 625 Psychol. Perspectives on Aging (formerly Cognitive Aging); Dr. Howard
   - 628 Psychology of Human Memory; Dr. Clawson
   - 631 Sensation and Perception; Dr. Howard
   - 636 Human Computer Interaction; Dr. Sebrechts
   - 671 Human Factors; Dr. Sebrechts
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755 Affective and Cognitive Neuroscience; Dr. Adleman
759 Cognitive Neuroscience; Dr. Adleman
777 Psychology of Emotions; Dr. Safer
780 Applied Memory Research; Dr. Safer
883 Applied Cognitive Psychology; Dr. Sebrechts

C. One Assessment Elective from the following:
715 Neuropsychological Assessment; Staff
735 (Education Dept.) Theory and Construction of Assessment Instruments; Dr. Convey
805 Assessment in Clinical Practice; Dr. Crowley
807 Clinical Assessment of Children and Adolescents; Dr. Rich
906 Personality Assessment: Projective Methods; Staff
912 Personality Assessment: Self-Report Methods; Staff

D. One Treatment Elective from the following:
733 Contemporary Psychodynamic Theory and Practice; Dr. Jobes
745 Cognitive and Behavior Therapy; Dr. Glass
810 Psychotherapy with Children: Conceptual Approaches & Practical Techniques; Dr. Rich
812 Family Therapy: Theory and Practice; Dr. Wagner

E. One Clinical Elective from the list below, and/or the remaining Assessment and Treatment Electives:
615 Forensic Psychology; Staff
617 Seminar on Suicide; Dr. Jobes
619 Health Psychology; Dr. Spears
627 Couple and Family Interaction; Drs. Goeke-Morey, Wagner
663 Social Psychology and Clinical Practice; Staff
714 Introduction to Neuropsychology; Staff
726 Personality; Staff
735 Developmental Psychopathology; Wagner, Rich
820 Clinical Psychopharmacology; Dr. Hendricks
862 Seminar: Contemporary Issues in Adolescence; Dr. Wagner

F. One Departmental Elective
This may be any classroom course at the 600-level or above in the Department of Psychology (i.e., excluding practica, research apprenticeship, dissertation, internship, etc.). With approval, it may also be a course in another department or school, such as advanced statistics.

G. Clinical Externship: Students are required to complete two externships, each running two
semesters (roughly 30 weeks total) in duration. Students may also elect to take either the Practicum in Assessment and/or the Practicum in Family Therapy. See chapter on On-Campus Practica and Externship. Note: beginning with students who entered the program in Fall 2012 (and thereafter), at least one of the two externships must provide supervised experience in administering batteries and writing integrative reports. Alternatively, the student may take the Practicum in Assessment (PSY 914, 915, or 916).

Note that practica do not count for other elective requirements, such as Treatment or Clinical Electives. Also, no more than two practica can be taken concurrently.

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>895</td>
<td>Externship Year 1 (both semesters)</td>
<td>Clinical Director</td>
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<tr>
<td>970, 971, 972</td>
<td>Externship Year II (Advanced Clinical Training, both semesters)</td>
<td>Clinical Director</td>
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<tr>
<td>914, 915, 916</td>
<td>Practicum in Assessment</td>
<td>Dr. Missar</td>
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<td>(Pre- or co-requisite: Clinical Assessment of Children and Adolescents or Personality Assessment: Projective Methods; at least a third-year student; or permission of instructor)</td>
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<tr>
<td>928, 929</td>
<td>Practicum in Family Therapy</td>
<td>Dr. Wagner</td>
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<tr>
<td></td>
<td></td>
<td>(Pre- or co-requisite: Developmental Psychopathology, Family Therapy, Couple and Family Interaction, Child Psychotherapy, or permission of instructor)</td>
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**Required Coursework Notes:**

1. A maximum of 15 credit hours are generally allowed each semester.
2. Several courses are listed under two categories. If you elect to take such a course, it can be counted as fulfilling only one category requirement. For example, Neuropsychology can be counted as either a Biological Bases of Behavior, or as a Clinical Elective, but not both. In addition, not all courses are offered every year.
3. Courses may be added or deleted over time. Since professors need to know what courses students are interested in taking, it would be a good idea to let them know that you are interested in a particular course. This would help the professors plan their teaching schedules and enhance the chances of a given course being offered when you can take it.

**Clinical Program Course Sequence for Students**

**FIRST YEAR:**

**Fall Semester**

<table>
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<tr>
<td>PSY 705</td>
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PSY 811  Research Methods in Psychology
PSY 813  Psychopathology
PSY 901  Clinical Assessment I

**Spring Semester**
PSY 706  Statistical Methods II
PSY 710  Cognitive and Social Foundations
PSY 793  Research Apprenticeship
PSY 902  Clinical Assessment II
PSY 903  Lab in Clinical Assessment II (1 credit)
PSY 921  Psychotherapy: Research and Method

**SECOND YEAR**

**Fall Semester**
PSY 793  Research Apprenticeship
PSY 907  Practicum in Psychotherapy
3 Courses  Electives (including practica), Human Development, Cultural Issues in Clinical Psychology, and/or Ethics and Professional Issues

**Spring Semester**
PSY 793  Research Apprenticeship
PSY 908  Practicum in Psychotherapy
3 Courses  Electives (including practica), Human Development, Cultural Issues in Clinical Psychology, and/or Ethics and Professional Issues

**THIRD YEAR**

**Fall Semester**
- Externship (PSY 895)
- Optional - elective on-campus practicum
- 1 or 2 Electives, Human Development, Cultural Issues in Clinical Psychology, and/or Ethics and Professional Issues
- Comprehensive Exams (suggested; remember to register if taking it)
Spring Semester
- Externship (PSY 895)
- Optional – elective on-campus practicum
- 1 or 2 Electives, Human Development, Cultural Issues in Clinical Psychology, and/or Ethics and Professional Issues
- Dissertation Guidance (if comps have been passed) (PSY 996)

FOURTH YEAR - BOTH SEMESTERS
- Dissertation Guidance (PSY 996)
- Advanced Clinical Training, PSY 970, 971, 972 (Note: this is the second year of “externship” since PSY 909 and 910 can only be taken once)

FIFTH YEAR
- Complete dissertation and take oral exam (PSY 996)
- Internship (12 months) (PSY 995A "with classes" if have not defended dissertation, plus Dissertation Guidance, PSY 996; PSY 995B "without classes" if have defended dissertation)

Required Sequence Note:
Students must maintain continuous enrollment until they complete degree requirements. See Chapter 6, Continuous Enrollment, for requirements.

Concentration in Children, Families, and Cultures (CFC)
In addition to requirements of the clinical program, students who elect CFC fulfill the requirements of that concentration. These are summarized below and described on the psychology website: [http://psychology.cua.edu/graduate/cfc.cfm](http://psychology.cua.edu/graduate/cfc.cfm)

To complete the CFC concentration, competence must be demonstrated across the child, family and multicultural domains. Demonstrating competence within each of those three domains includes developing a solid knowledge base as well as performance of the research applications and clinical skills needed to succeed as a psychologist, according to the following guidelines:

**Demonstrating knowledge-based competency**

**Requirement 1: Coursework**
- Complete at least 5 courses from the CFC selections (see Appendix A in the CFC Concentration document for list of courses) with at least one course in child development or clinical child psychology, one course related to familial processes, and one related to culture. Note that CFC courses may also fulfill other
requirements of the clinical program (e.g., cognitive/affective, biological bases, clinical, etc.).

**Requirement 2: Comprehensive Exams**
- Successfully complete Doctoral Comprehensive Exams in Clinical Psychology in the area of Children, Families and Cultures.

**Requirement 3: CFC Roundtable Meetings**
- Participate in CFC roundtables and attend CFC related colloquia. Although students are expected to participate consistently throughout their tenure in the program, a minimum of two semesters of participation is required. The group meetings include student and faculty led presentations and discussions of relevant issues and readings in the CFC area.

**Demonstrating performance-based competency**

**Requirement 4: Professional development related to research**
Fulfilled by completing both of the following:
- Attend at least one CFC relevant professional conference*
- Complete a Dissertation in the area of Children, Families and Culture*

And at least one of the following:
- Write, or assist substantially in the conceptualization and preparation of, a CFC relevant grant.*
- Present (first author) CFC relevant research at a professional conference*
- Produce at least one CFC relevant research article that is accepted for publication in a peer reviewed scientific journal*

**Requirement 5: Professional development related to clinical practice**
Fulfilled by completing both of the following:
- Satisfactorily complete at least one practicum or externship related to children, families and/or multicultural communities.*
- Present a clinical case conference related to children, families and/or multicultural communities in a CFC group meeting.

* CFC relevance must be approved by your academic advisor.

**Transferring Credits**

By university policy, a maximum of 24 semester hours of graduate work earned at another accredited institution at a grade level of B or better may be applied toward course requirements
upon recommendation of the student’s department and with the approval of the academic dean. For transfer to our program, the course must be a doctoral-level course. However, this process is not encouraged, and only a limited number of credit transfers should be expected by the student. This procedure should be undertaken before the student begins the program.

**Required courses.** If a student has previously earned credit for a course that she or he believes is the equivalent of a required course (e.g., Statistics I or II, Research Methods), the student first consults with the advisor. If the advisor agrees that the course would probably be repetitive, the student contacts the instructor of the course from which he or she wishes to be exempted. After reviewing the course content, texts used, and other relevant information, the instructor will evaluate the comparability of the course the student wishes to transfer and, acting as a consultant to the program, recommend to the DCT whether or not it satisfies the requirement. Note that the evaluation by the instructor of whether to recommend that the course satisfies the requirement is made by the instructor using whatever means he or she wishes to use (e.g., examining the syllabus or work samples from the course, and/or giving the student an exam). The DCT then considers the adequacy of the prior course in terms of program goals and requirements and makes a decision on whether the student may transfer the course and be exempt from taking the comparable course at CUA. In the case where the decision is not clear-cut, the DCT discusses it with the clinical faculty at a faculty meeting and the decision is made by the clinical faculty. If the course is deemed to be comparable, the DCT/clinical faculty may require the student to exhibit competency in the subject area. This may be accomplished, for example, by passing the final exam (B or better) for the CUA course or by providing work samples. If the DCT/clinical faculty approve of the exemption, the student must fill out the required form (obtainable from the department office) and forward it to the DCT for transfer approval. Finally, the transfer of credit must be approved by the academic dean. Students who were previously enrolled in the General Psychology M.A. program at CUA and took course(s) that are required for the clinical program and received a B or better are considered to have fulfilled the requirement(s).

**Elective courses.** Transfer of credit for the fulfillment of elective requirements is handled through the same process described above when CUA offers a similar course. When no comparable course is available at CUA, the student should present course materials to her or his advisor and fill out the required form (obtainable from the department office). Credit is subject to the approval of the clinical faculty, where the decision is based on the requirements and training goals of the clinical program. A maximum of two course transfers should be expected by the student. The situation is different for students who were previously enrolled in the General M.A. program at CUA, because it does not involve transfer of credit from another university, and, depending on which courses the student took as an M.A. student, more courses are likely to be applicable to the student’s doctoral requirements.

**Consortium.** See Chapter 13, Resources. Courses taken through the Consortium of Universities of the Washington Metropolitan Area for credit must be approved by the student's advisor, the
clinical director, and the dean. If a course is offered at CUA, the student must take it at CUA; that is, only courses not offered at CUA will be approved. Further, Consortium courses will be approved only if the course is important for the particular student’s professional goals. Forms for consortium course approval are obtainable from CUA’s Enrollment Services office.

**APA and State Licensing Requirements**

Because our program is APA-accredited (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/); 202-336-5978), all APA requirements are fulfilled by program requirements. However, each state has its own set of requirements for licensure, and it is the student's responsibility to plan a curriculum to satisfy requirements for the state to which he or she wants to apply for licensing. For example, some jurisdictions require an APA-accredited internship; in other jurisdictions, as long as the student has attended an APA-accredited program, the licensing board accepts whatever internship has been approved for the student by the program.

Usually students do not have difficulty getting licensed in the jurisdictions in which they want to practice, but it is wise to plan ahead in case you want to be licensed in a jurisdiction in which it is not sufficient to have graduated from an accredited program. Below is a useful website for planning for licensing in different jurisdictions:

[http://www.asppb.org](http://www.asppb.org) (general information on licensing requirements and specific licensing requirements of every jurisdiction in the US and Canada)

We strongly recommend that you keep your course syllabi as professors may move or otherwise become unavailable. You may need them to demonstrate that you have covered topics required by the jurisdiction.

The Association of State and Provincial Psychology Boards (ASPPB) is the group that composes the nationally used Examination for Professional Practice in Psychology. (The exam is administered by each state, so for information on dates of administration and other matters, contact the state licensing board.) The ASPPB link above has information on the EPPP.