

**DEPARTMENT OF PSYCHOLOGY**

CLINICAL DOCTORAL PROGRAM HANDBOOK  
2019-2020



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### *Clinical Ph.D. Program*

Our Clinical Ph.D. program has been accredited by the American Psychological Association Committee on Accreditation (CoA) since 1972, based in part on the following degree requirements. Students in this program must complete 72 credits, 2 comprehensive exams (described below), at least one full-year externship, a full-year internship, 1 tool of research, a masters thesis, and a doctoral dissertation. Students also must complete a written research assessment, used for evaluation of research competency.

Students must be in full time residence for at least three years at American University, plus one year of internship. In practice, however, the minimum time students are able to complete the program is four years of full time residency, plus one year of internship. The typical student will complete all degree to requirements in 5 to 6 years, inclusive of internship.

### *Program Mission and Overview*

The mission of American University's doctoral program in clinical psychology is to provide students with excellent, balanced, and integrated training in research and clinical practice. Our graduates are well prepared for the practice of professional Psychology, across a range of clinical and research settings.

The program is guided by a scientist-practitioner model, emphasizing the integration of science and clinical practice. The scientist-practitioner mindset is promoted through emphasis on research and empirical evidence in therapy and assessment courses, as well as breadth courses that cover discipline specific knowledge. Our training is designed to build in complexity as students navigate their training in research, clinical work, and coursework.

*Research:* In their first year in the program, students learn the fundamentals of research in PSYC 650 Psychological Research. Students show their understanding of methodology in part by completing a Research Assessment Evaluation at the end of the first year. Students also immerse themselves right away in learning research by doing research. They begin working in their labs immediately upon starting the doctoral program, with an eye toward generating ideas quickly for a master's thesis. To facilitate early progress, we host a "celebration of research" at the end of the first year, where each first-year student presents for 10-15 minutes on their research idea, background literature, and research design. We encourage students to finish their master's thesis no later than the third year of training. The dissertation project is then the culmination of the research sequence, where students are expected to have increased skill and independence in generating research ideas, designing studies, choosing measures, and analyzing and interpreting results.

*Clinical Training:* Our clinical practicum sequence begins in the first year. The practicum training is sequential and graded in complexity. The first-year practicum is an experiential, relationship building, skill-oriented practicum (e.g., reflective listening), with some preliminary introduction to psychodynamic concepts as well. First year students see clients in the AU Counseling Center, and clients are carefully screened to ensure that clients have problems that

are less severe (e.g., adjustment issues, relationship problems, homesickness). In the first year, students carry only two clients so that they do not feel overwhelmed and they receive a high amount of supervision support per client. In the second year, students learn the fundamentals of Cognitive Behavior Therapy (CBT) in our in-house James J. Gray Psychotherapy Training Clinic. For the third practicum experience, students take Advanced CBT with either adult or child populations (offered in alternating years). The adult Advanced CBT course, which is also housed in our James J. Gray clinic, focuses on “third wave” CBT approaches, including Dialectical Behavior Therapy and Acceptance and Commitment Therapy. The child Advanced CBT course, which is housed in the Clinic for Youth and Anxiety Related Disorders, trains students in cognitive behavioral theory and techniques related to anxiety and mood symptoms in youth. Students also typically begin outside externships in the 2<sup>nd</sup> or 3<sup>rd</sup> year in the program. Finally, we expect a breadth of clinical training experiences, but also want students to acquire some depth in a specific disorder or population by the time they graduate. Students in their 4<sup>th</sup> or 5<sup>th</sup> year prepare a Specialty Comprehensive presentation to illustrate their clinical knowledge of a “specialty.” This oral presentation must be grounded in the empirical literature.

*Assessment Training.* In their first year, students take PSYC 633 Psychological Assessment I. This course focuses on the fundamentals of assessment (e.g., reliability, validity, scale development) and lays a foundation of conceptual understanding of assessment before students take assessment practicum courses. In the fall of the second year, students take PSYC 652 Assessment of Intellectual Functioning and Personality, which focuses primarily on learning IQ assessments and the Minnesota Multiphasic Personality Inventory (MMPI-2). In the spring of the second year, students take PSYC 618 Principles of Neuropsychological Assessment.

### ***Student Advisement***

Each graduate student is assigned a faculty advisor. Students’ research mentors also serve as their primary advisors in the program. Students should discuss not only research, but also course planning, career goals, and externship/internship plans with their advisors. The Director of Clinical Training (DCT) is also available for advising on these issues. Students should see the Assistant DCT for advising and support around applying to externship.

A student may change research advisors at any time, provided the student receives a commitment from another faculty member who is willing to advise the student. At the start of the degree program, the faculty advisor and student should meet to develop an individual Program of Study for fulfilling all requirements for the degree. Completion of this Program of Study plan is required by our University.

Programs of study should be designed to meet annual goals for completion of degree requirements that have been set by the GCC and our University. These timelines are provided in the pages immediately following this section and are primary criteria for the annual evaluation of graduate student progress in May of each year. Students will receive a form to complete and update several weeks prior to this annual evaluation.

Graduate students must consult with and receive authorization from their advisors each semester before registering for classes. It is, however, the responsibility of the graduate student to verify that she or he is fulfilling all requirements for the degree.

### ***Degree Requirements***

1. 72 credit hours of approved graduate work

Students who have been admitted to the doctoral program in psychology but do not have an MA in psychology that has been accepted by the department must complete the degree requirements for the MA in Psychology (thesis option; thesis seminar not required) before they can be awarded the doctorate. The comprehensive exam requirement for the MA program does not need to be completed, given that the Clinical Program has two required comprehensive exams that must be completed for the doctoral degree.

2. One tool of research is required but does not result in course credit toward the degree. The tool requirement is defined as the dissemination of a research tool. Please see “Research dissemination tool” for further information.

3. Two comprehensive examinations are required - these involve students in the kinds of activities they will later engage in as professional psychologists. The written comprehensive is an ethics examination. The oral comprehensive is a specialty examination, which involves a clinical presentation (see [Clinical Ph.D. Specialty Comprehensive Examination Oral](#))

4. Dissertation: A written proposal for the dissertation must be submitted and signed by the student's dissertation committee before the student can apply for internship. The dissertation committee must be approved by the Office of Graduate Studies, so it is important to submit the dissertation committee form provided on their website well in advance of distributing the proposal to your committee. The dissertation, when completed, must be accepted by the dissertation committee, the department chair, and the university.

5. As part of the doctoral requirements, clinical students serve in at least one externship (lasting at least one academic year) and a one-year internship in an appropriate setting outside the university.

### ***Required Courses (50 credit hours)***

PSYC-600 Advanced Memory and Cognition (3)

PSYC-618 Principles of Neuropsychological Assessment (3) or assessment course approved by the DCT (3)

PSYC-622 Stress, Coping, and Emotion (3)

PSYC-630 Psychotherapy: Theory, Research, and Practice (3)

PSYC-633 Psychological Assessment I (3)

PSYC-640 Advanced Social Psychology (3)

PSYC-650 Psychological Research (3)

PSYC-651 Psychopathology: Theory and Research (3)

PSYC-652 Assessment of Intellectual Function and Personality (3)

PSYC-660 Advanced Developmental Psychology (3)

PSYC-680 Experiential/Psychoanalytic Psychotherapy Practicum I (3)

PSYC-681 Experiential/Psychoanalytic Psychotherapy Practicum II (3)

PSYC-690 Independent Study Project in Psychology: Externship (2 credit hours required, may take up to 6)

PSYC-710 Cognitive-Behavior Therapy Practicum I (3)

PSYC-711 Cognitive-Behavior Therapy Practicum II (3)

PSYC-715 Supervision and Consultation (1)

PSYC-797 Master's Thesis Research (3)

PSYC-899 Doctoral Dissertation (2 credit hours required, may take up to 9)

PSYC-091 Internship (0 credits; must register each semester on internship, including summer)

***Practicum Sequence (6 credit hours)***

Complete one of the following two-course practicum sequences:

PSYC-780 Advanced Cognitive-Behavioral Therapy with Youth I (3) and

PSYC-781 Advanced Cognitive-Behavioral Therapy with Youth II (3)

OR

PSYC-793 Advanced Behavioral and Cognitive Therapies Practicum I (3) and

PSYC-794 Advanced Behavioral and Cognitive Therapies Practicum II (3)

***Biological Bases of Behavior (3 credit hours)***

Complete one course in Biological Bases of Behavior from the following:

PSYC-518 Advanced Human Neuropsychology (3)

PSYC-601 Physiological Psychology (3)

PSYC-613 Neuropharmacology: The Biochemistry of Behavior (3)

***Statistics (6 credit hours)***

Complete 6 credit hours of approved coursework in statistics from the following:

STAT-515                      Regression

STAT-516                      Design of Experiments

STAT-517	Special Topics in Statistical Methodology
STAT-519	Nonparametric Statistics
STAT-520	Applied Multivariate Analysis
STAT-521	Analysis of Categorical Data
STAT-522	Time-Series Analysis
STAT-524	Data Analysis

Other statistics courses may be substituted if approved by the GCC. The two-class requirement represents a minimum: other statistics courses can be taken as additional, elective courses that do count toward the overall credit hour requirement.

***Electives (7 credit hours)***

Complete 7 credit hours of approved electives

***Externship and Internship Courses (4 credits)***

**Externship**

In addition to in-house practicum training, students are required to participate in at least two semesters of externships. Students must take a total of 2 credits (1 credit /semester for 2 semesters) of PSYC-690 Independent Study (with the title “Externship”) while engaged in a 16 hour/week externship.

The Assistant DCT (DCT) oversees externship activities, and will not support a student’s application for a full (16 hour/week) externship until the student presents a signed MA thesis proposal and is collecting or has completed data for the thesis.

Students who are registered in 690 are required to attend class meetings organized and scheduled by the Assistant DCT. The course is designed to help students reflect on their externship experiences. Students also engage in structured readings and reflection papers to encourage thoughtful attention to issues of identities in externship settings (e.g., intersecting identities), bias and privilege, and being an ally. These reflections will help students to process important cultural and identity issues as they relate to their experiences in externship supervision, providing therapy, and conducting assessments.

Registration in 690 for one credit does not in and of itself give the student full-time status. If a student going on externship (e.g., in 5<sup>th</sup> year) has already completed two credits of 690 and is not planning to take enough other courses to gain full-time status, then an option is to achieve full-time status by registering for 9 credits (but only paying for 1) of PSYC-898 (Doctoral Continuing Enrollment). The advantage of PSYC 898 relative to PSYC 690 is that it results in full-time status for the purpose of loan deferral.



### **Internship**

Students are required to complete an in internship that is accredited by the American Psychological Association or Canadian Psychological Association.

Interns should register for 1 credit per semester of PSYC-899 Doctoral Dissertation\* in addition to PSYC- 091-Internship each semester the student is on internship (including summer).

There is no class meeting attendance associated with Internship registration.

PSYC-899 registration requires that the student have “advanced to candidacy” (aka “ABD”). This is operationally defined in Psychology as having a signed dissertation proposal, all courses completed (with the exception of the clinical internship), and all comprehensive examinations passed, and advance to candidacy paperwork submitted to and approved by the office of graduate studies. Every applicant for internship must have a signed dissertation proposal. When the student is ready to advance to candidacy, they should obtain from the DCT an advance to candidacy form which needs to be submitted to the Office of Graduate Studies with a degree audit and signed dissertation committee approval form. Students are not able to register for PSYC-899 without submitting the Advance to Candidacy form.

PSYC-899 does convey full-time status, including eligibility for AU merit awards.

PSYC-899 does enable the student to be covered by the university’s umbrella insurance policy.

The Graduate Continuous Registration form to register for either PSYC-898 or PSYC-899 can be found at this link: <https://www.american.edu/provost/registrar/pdf/upload/Graduate-Continuous-Registration.pdf>

Clinical Ph.D. students may apply for internships only if, by October 1 of the year that the student is applying for internship, the following have been completed:

- thesis orals have been passed,
- the final copy of the M.A. thesis has been submitted to the library with the signatures of all members on the committee,
- the dissertation proposal was distributed to the committee no later than September 15<sup>th</sup>,
- the dissertation proposal has been signed by three members of the committee supervising the research, and
- all comprehensive examinations have been passed; the tool of research, written research analysis, and celebration of research presentation must also have been completed.

Students who have not fulfilled all of these requirements by October 1 may not apply for internships for the next academic year. Faculty members will not write letters of recommendation for such students. In addition, clinical students must complete a minimum of 500 hours of direct intervention/assessment clinical experience before applying for internship.

Clinical Ph.D. students are required to serve a one-year internship prior to the completion of the Ph.D. Information regarding the availability of these internships is available from the DCT and various APPIC materials.

Please be aware that students who do not complete all Ph.D. requirements, including successful submission of the final approved dissertation to the University and receipt of a letter of internship completion by the University deadline in early August of a given year are required by our University to register for maintenance of matriculation for the Fall semester of that year, which typically begins before the end of August. Students in this situation can appeal for a waiver of Fall registration to the DCT, who may forward this appeal to the Chair of the Department of Psychology for possible negotiation with the College of Arts and Sciences. Students are responsible for requesting this waiver, and it should be done well in advance of the start of the Fall semester.

### ***Other Clinical Ph.D. Requirements***

#### ***First Year “Celebration of Research” MA Proposal Presentation***

In May of their first year, Clinical Ph.D. students must present to clinical faculty and students their MA research idea and any progress made in that research. Students and faculty gather for presentations, which are usually about 10 minutes each, followed by 5 minutes of questions.

#### ***Research Assessment Evaluation***

The Research Assessment Evaluation requires students to critically analyze a research article. It will be completed at the end of their second semester in the program at a time designated by the DCT. The article to be reviewed and analyzed each year will come from the content areas of Psychopathology and Psychotherapy. This assessment is required and is used to demonstrate research competency.

#### ***Comprehensive Examinations***

Clinical students must pass two comprehensive examinations: an oral examination on an area of clinical specialization and a written comprehensive exam on clinical and research ethics.

#### ***Clinical Ph.D. Specialty Comprehensive Examination (Oral)***

The format for the required specialty comprehensive exam for clinical doctoral students is modeled on colloquia typically presented by faculty job candidates: the student prepares a presentation of approximately 45 minutes, demonstrating advanced, specialized competence in an area of clinical practice and knowledge of the relevant empirical work.

Although the “Specialty Comp” is *not* solely a “case presentation,” one or more cases must be used to provide a detailed illustration of the specialty. A committee of two faculty members, one of whom must be full-time in the department (not on reduced load) conducts the 2-hour oral examination. The exam begins with a 45-min presentation by the student, which should include a review of the relevant empirical literature, along with presentation of a case (or cases) that illustrate the expertise in training in that area and connect the observations with the empirical literature. Faculty then pose questions to the student regarding the presentation, specialty area, and empirical literature surrounding the specialty.

Written products, including a detailed outline of the presentation, relevant psychotherapy and testing reports, and any other supporting materials or data, must be made available to the committee at the time of the oral presentation. The presentation also may include an audio- or

videotape of a therapy session. If audio or video material is used during the presentation, the presenter must obtain signed releases from the clients and present those releases at the oral exam. In addition, the discussion and analysis of any cases as well as the approach taken to it must demonstrate a comprehensive grounding in research supporting the clinical specialty.

The faculty committee may make more specific or additional requirements in advance of the examination. Comprehensive Ethics Examination (Written)

### ***Readings***

Questions on the comprehensive ethics exam are based on readings. The reading list may comprise any type of readings that professors choose (e.g., books, book chapters, journal articles, monographs). The reading list for the Ethics comprehensive exam is available in the Department office and on the [Department website](#). Changes in the reading list take effect six months after they are made. Students should feel free to discuss a reading list with the clinical faculty.

### ***Content***

The ethics exam will consist of seven questions, two for research (Section 1) and five for clinical practice (Section 2). Students must answer one research question and four clinical practice questions. Exam questions will not be announced ahead of time, and are likely to change from exam to exam. Questions from previous examinations are not made available to students.

### ***Scheduling***

The examination is given two times a year—during the second full week of April in the Spring semester and during the second full week of July in the Summer. The Chair of the GCC is responsible for scheduling the ethics comprehensive examination, having it supervised by one or more faculty members, and informing students of their performance.

Students must notify, [Senior Administrative Assistant \(Lefteris Hazapis\)](#) in the Department of Psychology at least four weeks ahead of time if they plan to take the ethics comprehensive examination. Students with documented *learning disabilities* who need accommodations for the exam should contact the University's Academic Support Center several weeks in advance of the exam to arrange for accommodations.

### ***Administration Procedure***

The ethics exam is closed-book. Students will have three hours to complete the exam. Use of computers is prohibited unless required for accommodations specified by the University's Academic Support Center.

### ***Grading***

Questions will be graded pass-fail by a single faculty member for each question. The student must have passes on all questions in order to pass the exam. A pass is defined as C or better. Grades on comprehensive exam questions are similar to grades for courses. As the GCC does not consider appeals of grades for courses, it will not consider appeals of grades on

comprehensive exams. Comprehensive exam graders are encouraged to provide ample feedback on comprehensive examination answers, so that students understand the reason for the grades received.

Our university regulations allow only one failure and one re-take for a given comprehensive exam. A student who arranges to sit for the ethics examinations, shows up for its administration, and leaves without submitting anything to be graded, will be considered as having taken the examination.

A failed exam must be retaken within 6 months, according to University regulations, or the student will be dismissed from the University. This retake must be approved in advance by the students' degree program director. In addition, if any comprehensive exam is failed twice the student will be dismissed, according to University regulations.

### ***Research Dissemination Tool***

Clinical students must complete one tool of research, a research dissemination tool. To successfully complete this tool, students must present a poster or paper at a scholarly meeting or have a paper accepted for publication in a peer-reviewed journal. The research must have been primarily conducted during the student's time in the AU Psychology graduate program. Students must have made a major contribution to the presented or published work. Students may fulfill this requirement by disseminating work they conducted as part of AU's terminal Master's program in Psychology. The tool requirement cannot be fulfilled by the dissemination of work that was primarily conducted at a non-AU site prior to beginning the Clinical Psychology Ph.D. program or by work that was primarily conducted as an undergraduate at AU.

### ***Thesis and Dissertation Requirements and Procedures***

We require the completion of an MA thesis and doctoral dissertation.

*Transfer of MA Thesis.* University regulations favor approval of transfer of an MA thesis prior to admission to one of our graduate degree programs. The GCC recommends that, for expediency in admissions decisions, the director of the graduate degree program to which the student has applied decide whether the thesis should transfer. Directors are urged to obtain the opinions of two faculty whose expertise is in the area of the thesis prior to deciding whether to transfer the thesis.

Theses that have been defended successfully and completed while the student is enrolled in our MA Program in General Psychology are automatically accepted as fulfilling the thesis requirement for our graduate programs.

If a graduate student recently enrolled at our University wishes to have a thesis completed at another institution fulfill the MA thesis requirement for one of our graduate programs, the director of the student's program should send it to two full-time AU faculty members whose expertise is in the area of the thesis for consideration. During this time, the thesis should be on file in the Psychology Department office for 10 days, and its availability made known to the department at large. If both AU faculty approve, the requirement is waived at the departmental level. The student's degree program director should forward this recommendation to the Office of the Provost via the Dean of the College of Arts and Sciences for consideration. If both

faculty readers disapprove, the thesis requirement is not waived. If there is a difference of opinion between the two readers, the matter is returned to the director of the degree program for further consideration. With a waiver approved by the Department, Dean, and Provost, the Department requirement for the master's thesis itself is satisfied.

Note that University regulations prohibit transfer of course credits to fulfill the necessary 3 hours of thesis research, however, so that course credits for the thesis cannot also be transferred, although the requirement that these 3 credits be allocated to thesis research may be waived if approved by the Dean as an exception to university regulations. Thus, with an accepted thesis transfer, the 3 credit hours otherwise allocated to thesis research may be used to take another course to fulfill the 33 (Masters) or 72 (Doctoral) hour total credit hour requirement.

*Content Overlap of Theses and Dissertations.* Theses and dissertations should be different studies. However, these studies can be in the same topical area; the dissertation cannot be a replication of the thesis and should be a substantially additive contribution. If there is a question concerning similarities between a student's thesis and dissertation, the question should be brought to the attention of the GCC.

*Committee Composition.* Students must have at least one core committee member who has demonstrable expertise in the area being investigated. Students are reminded that they may select the faculty members for their committees from the *entire* faculty, not just faculty from their area of specialization.

Thesis committee and dissertation membership must be approved by the Director of the student's graduate degree program (University regulation).

It is important that students and faculty understand that even signed thesis and dissertation proposals are not contracts that in any way obligate acceptance of the product of the proposed research by the thesis or dissertation committee.

### **Thesis Committee**

A student's masters thesis committee must consist of at least three members (at least 2 must be full-time faculty in our Department of Psychology). One of the three members will preferably be from outside the Department and will be chosen by the student and the chair of the thesis committee.

Members of thesis committees cannot include former American University graduate students who have graduated less than 5 years before the date of the oral examination.

"Outside" members of thesis committees must be approved by the chair of the committee and must have clear, proven expertise in the area of the thesis. In order to preclude any misunderstandings, it is essential that the details concerning how the committee will operate and the respective role of each member of the committee be discussed and agreed upon at the time the committee is formed.

### *Dissertation Committee*

Rules and procedures for the forming of dissertation committees have been recently revised by the University: students and faculty advisors are encouraged to consult the graduate academic regulations at [http://www.american.edu/provost/grad/upload/Graduate-Academic-](http://www.american.edu/provost/grad/upload/Graduate-Academic-Regulations.pdf)

[Regulations.pdf](http://www.american.edu/provost/grad/upload/Graduate-Academic-Regulations.pdf) for the most current information. The dissertation chair must be full-time and tenured. The Dissertation Committee will typically have four or more core committee members, including the chair of the committee. However, according to university regulations, the minimum number of core committee members, including the chair of the committee, is three. At least two of the core members must be full-time, tenure-line faculty members at American. Qualified individuals, either outside the department or outside the University, may sit on the committee as external members once the minimum requirement of two internal full-time, tenure-line faculty from American University has been met. Together, the internal and external members form the core of the Dissertation Committee. All core members are encouraged to become involved in the planning and execution of the dissertation. In consultation with the student's primary research mentor, the doctoral student should solicit faculty members for the committee and then submit the names of the Chair and other committee members for approval by the Graduate Program Director. Once approved by the Graduate Program Director, the proposed membership of a Dissertation Committee is then approved by the Doctoral Council. If the status of any member of an approved Dissertation Committee changes, the doctoral student and the Graduate Program Director will recommend a replacement for approval by the Doctoral Council. The Doctoral Dissertation Committee Approval Form can be found at

[http://www.american.edu/provost/grad/upload/Dissertation-Committee-Approval-Form-FINAL-04\\_2016.pdf](http://www.american.edu/provost/grad/upload/Dissertation-Committee-Approval-Form-FINAL-04_2016.pdf)

At the time of the final examination of the dissertation, at least one additional member will join the core of the Dissertation Committee as an outside reader for the final examination. The outside reader should have no direct association with the student. The purpose of the outside reader(s) is to provide a review of the dissertation by a colleague with the appropriate terminal degree who is an expert in the subject matter of the dissertation. An outside reader serves an advisory role, and the charge to the outside reader is to determine if the dissertation meets general standards in the field, not necessarily to critique the work in detail. Once the dissertation has been successfully defended, all committee members sign the dissertation title page. A letter of approval from the outside reader may replace the outside reader's signature on the dissertation title page.

Members of dissertation committees cannot include former American University graduate students who have graduated less than 5 years before the date of the oral examination. In order to preclude any misunderstandings, it is essential that the details concerning how the committee will operate and the respective role of each member of the committee be discussed and agreed upon at the time the committee is formed.

## *Oral Defenses of Theses and Dissertations*

### **Oral Defense Scheduling and Attendance**

University rules regarding dissertation defense are sometimes revised: please consult the for the most current information.

Master's and dissertation orals must be public. It is the student's responsibility to reserve a room that will accommodate at least 20 people. Students are also responsible for asking a department administrative assistant to notify all faculty and graduate students in our department of the date, time, and room of the defense at least two weeks (14 days) in advance of the defense. Graduate students are required to either upload a copy of their thesis or dissertation to the departmental thesis and dissertation website at least one week before the defense, or to place a printed copy in the main office of the Department. Faculty and a departmental administrative assistant can upload the thesis or dissertation to the website, which currently is on the university's Blackboard platform: LIBWEB-999-067: Theses and Dissertations.

For the masters orals, at least two of the three committee members must be physically present and the third committee member must be either physically present or participate via phone or computer connection.

For the dissertation orals, at least three of the four committee members must be physically present and the fourth committee member must be either physically present or participate via phone or computer connection.

No more than one member of the thesis or dissertation committee can participate in oral defenses via phone or computer connection *if* this is agreed to by the student, the chair of the thesis or dissertation committee, and the person to be telepresent at the defense.

### **Oral Defense Procedures**

- a. The chairperson will determine the examination procedure and the sequence of questioning.
- b. It is expected that final oral examinations will require approximately two hours for theses, and three hours for dissertations. During the examination, each committee member should have a minimum of 30 minutes for presenting questions.
- c. Questions from visitors will be taken at the discretion of the chairperson, but only after an initial round of questions by the committee members has been taken. Questions may be submitted in advance of the examination by interested faculty and students not planning on attending. Such questions should be submitted to the chairperson, at whose discretion they may be raised during the examination.
- d. Following the oral defense, the candidate and all visitors will be excused from the room. However, the committee members may request consultation from one or more visitors who have attended the examination. All noncommittee members must leave the examination room before a final decision is made concerning the candidate's performance.

### ***Written Format and Revision Timeline***

The format for the thesis and dissertation must follow University guidelines. A manual titled "Requirements for Preparation of Theses and Dissertations" is available from the Dean's office. Issues not discussed there should follow the APA format, as per the Publication Manual of the APA, 6<sup>th</sup> edition (2009). An electronic copy of every thesis and dissertation must be provided to the Department of Psychology: this is the student's responsibility before graduation.

After the oral defense of the thesis or dissertation, students are expected to make requested revisions and to submit the revised manuscript to the thesis or dissertation committee chair within two months. The final manuscript should be submitted to the Associate Dean for Graduate Studies within six months from the date of the oral defense.

### ***Degree Completion Information***

Before being awarded the doctoral degree, Clinical Ph.D. students need to complete all program requirements listed in this handbook.

Before receiving an MA degree *en passant* to the Ph.D., clinical students must complete the following requirements for the MA:

33 credits including:

3 credits MA Thesis Research or Seminar

3 credits Psychological Research (PSYC-650)

3 credits Statistics (STAT-515 through STAT-524)

24 credits of graduate electives, approved by the student's advisor Students must also complete a MA Thesis.

These requirements are a subset of the requirements for the Clinical Psychology doctorate. Students who transfer credits in to the program, to receive a doctoral degree from the program, must complete at least three full-time academic years of graduate study (or equivalent) in the program and internship.

### ***Transferring Courses Taken Elsewhere Before Matriculation***

Students may transfer up to 6 credits into the program for courses taken prior to first enrollment at AU and at accredited institutions outside of the Consortium of Universities of the Washington metropolitan area, if the following conditions are met:

- a. Before the end of the first semester of participation in their AU degree program, students must petition, in writing, the GCC for consideration of transfer credits. This petition should attach relevant syllabi and an official copy of all transcript showing courses requested for transfer.
- b. Students' petitions must be approved and countersigned by their advisors and by their degree program director prior to submission to the GCC. Petitions not approved by advisors will be returned to students. All transfer of courses also must be approved by the GCC.



- c. Courses taken at other universities must have a grade of at least B (3.0) in order to be transferred into the graduate program. B- is not acceptable.
- d. Courses transferred from other schools must not have been taken more than 5 years prior to admission to AU.
- e. The courses proposed for transfer were not used as credits toward a completed undergraduate or graduate degree in a similar field, including any area of psychology or public health. [University requirement being revised, however.]
- f. The following course cannot be transferred: Independent Study.
- g. Course transfers approved by the advisor, program director, and GCC will be forwarded by the GCC to the Director of Graduate Academic Programs in the Office of the Dean of the College of Arts and Sciences together with the graduate action form and the student's official transcript.

Although the regulations allow 6 transfer credits, you may petition to allow more credits to transfer. Please see the Director of Clinical Training for procedures to petition for more transfer credits.

### *Transferring Courses Taken Elsewhere After Matriculation at AU*

Residency requirement: According to University regulations, both master's and doctoral degrees require a minimum of 18 semester credit hours of in residence graduate course work, not counting PSYC-797, PSYC-899, or similar courses in other departments. For Ph.D. students, at least two of three academic training years (or equivalent) must be completed at AU; at least one year must be in full time in residence. However, please note that APA requires that clinical doctoral students must be in residence for three years.

Ph.D. students may take a maximum of 12 credits outside the Department. This limit and the permission process described next refer to courses taken in other departments at American University or through the Consortium. They do not refer to courses transferred in from other universities prior to beginning graduate work or to statistics courses taken in the Department of Mathematics and Statistics.;

Permissions required for Ph.D. students to take courses outside the University while enrolled at AU vary by type of course as follows:

- a. For elective courses, students must have the permission of the advisor and of the instructor (if any) of the same course at American prior to enrolling in the course.
- b. For required (not elective) courses, the student must have approval from the GCC prior to enrolling in the course.

### *Testing Out of Required Courses*

Students may test out of required courses by passing an exam prepared by the professor who teaches the course. Except for entering first year students, students should notify the professor of their intent one month prior to the start of the course. Students may test out of a maximum of three courses. If a graduate student fails such an exam, they may not retake it.

### ***Dismissal Due to Poor Grades***

Graduate students are dismissed from the University if their cumulative grade-point average (GPA) remains below 3.00 for two consecutive semesters. According to university regulations, the Registrar places graduate students on probation if their cumulative GPA falls below 3.00, and permanently dismisses the student if the cumulative GPA does not rise to 3.00 or better the following semester.

Receiving a second C (or lower) grade can result in probation or dismissal (Departmental regulation), even if the cumulative GPA is 3.00 or higher.

### ***Time Limits on Courses***

Courses completed more than nine years before finishing a PhD may not fulfill degree requirements.

### ***Guidance on Research Credits***

It is sometimes difficult to know which research credits to sign up for at various stages of your progress through the program. Here is a rough guide of what how you might sign up for research credits over the course of your time at AU:

#### **MA Thesis Research:**

Psyc 797 Master's Thesis Research (3 credits): One semester sometime in your first 3 years

#### **Elective Research Credit:**

Psyc 698 Directed Research: Any semester in years 1-4 you are using research credit for elective credit.

#### **Dissertation Credits:**

Once you hit the dissertation phase, the credits that you might use are:

799 Doctoral dissertation research

898 Doctoral continuing enrollment (note, you can only sign up for 2 semesters)

899 Doctoral dissertation (note, you must have “advanced to candidacy” to use these credits)

If you have finished the master’s degree, have started the dissertation, and are still using graduate funding (e.g., you’re a TA or RA), you can sign up for 799 for elective credits.

If you are in your 5th year, *not on internship*, and done all coursework, then you should sign up for Psych 898, which is doctoral continuing enrollment. You can sign up for 898 *only two semesters*, so do try to ensure that you’ve “advanced to candidacy” (dissertation proposal signed, and you are finished all other requirements except dissertation completion and internship) by the time you have used both semesters of 898. We also note that 898 registration does not make a student full-time for the purpose of qualifying for a merit award from AU. However, that will seldom be a concern, as students beyond Year 4 are not eligible for AU merit fellowships anyway. Once you have advanced to candidacy you can enroll for 899. There is not a limit on the

number of 899s that you can take. You will almost certainly be using 899 credit the year you're on internship.

A few notes: In your 5th and 6th years, when you sign up for 898 or 899, you sign up for 9 credits to maintain full time status, but the cost to you is only 1 credit.

### *Saving Credits in the Fourth Year*

In your 4th year, your last year of TA funding, you should save 2 credits if possible. The Dean's office has allowed us to "save" 2 credits for the 5th year, so you will not have to pay for that year of 898 or 899 credit. So there should be one semester in your 4<sup>th</sup> year that you sign up for 7 credits.

***Competency Monitoring.*** In order to progress successfully through the program, we systematically monitor competency benchmarks to ensure that students are meeting standards in a number of areas. For APA accreditation we have defined these benchmarks across a number of "Profession Wide Competencies" and "Discipline Specific Knowledge." The benchmarks are a combination of grades in courses and ratings on annual research and clinical evaluations.

We use a "Competency Map" to ensure that students have clear guidance on the evaluated competencies expected throughout training. The Competency Map also serves as a tracking document that can be completed annually and is placed in the students' Dropbox folder (shared by the student, advisor, DCT, and administrative assistant). Each year the administrative assistant will update the Competency Map for each student. The DCT will review the document each year for each student in order to catch if there are any students who are falling short on expected competencies, or not getting rated on a specific domain. If we knew by the third year, for example, that a student had no ratings on consultation, we would talk to them about externship placement options that entailed some experience with consultation. If you get a passing course grade but do not meet competency levels (e.g., the benchmark is B- but you get a C+), the course still counts toward your degree requirements but you will work with the DCT and your faculty advisor on a remediation plan to ensure you achieve our standards for competency in that area.

### *Clinical Student Evaluation and Feedback*

Students will receive feedback on their research and clinical performance annually. In the spring semester, the DCT will ask students to complete a written annual update of their research, clinical experiences, coursework, and multicultural training experiences. The research mentor will complete a written evaluation of research progress throughout the year, including progress on the thesis or dissertation, scientific mindedness, participation in research dissemination, ethical conduct of research, and professionalism. The document is housed in a dropbox file that is accessible to the student and faculty member. Mentors should meet in person with students to discuss these annual evaluations. Practicum and externship supervisors will also complete standard forms each semester to provide feedback on training progress. Supervisors will provide ratings on a number of relevant dimensions, including therapy and assessment skill,

multicultural competence, professionalism and timely completion of work, communication, and receptiveness to supervision.

There will be an annual meeting of the clinical faculty to review progress and discuss ways to support individual student growth. The research and clinical evaluations will be collected by the DCT and Assistant DCT, who will review all ratings and bring relevant concerns, areas for improvement, and specific strengths to the attention of the faculty in this meeting. Based on this information, the Clinical Faculty group makes a recommendation to the Graduate Curriculum Committee for any specific actions (see Annual Evaluation of Graduate Student Progress section). Students will receive a letter from the GCC indicating that they are making satisfactory progress or outlining specific steps that need to happen in order to progress in the program. Students who are falling behind in research will be asked to develop a specific remediation plan with their mentor and submit the timeline to the GCC.

To successfully move through the program in a timely manner, students should have completed their thesis project by the end of their third year. If students have not submitted their completed thesis by the end of the third year, they will automatically be placed on “progress watch” for the coming year. The GCC will ask that they submit a remediation plan and timeline for project completion. If students have not completed the thesis by the end of the fourth year, they will be placed on probation in the program. *Please note that program probation is reported on internship verification forms.*

#### ***Dismissal Criteria for Clinical Ph.D. Students***

The following is a summary of grounds for dismissal of a student from the Clinical doctoral program:

- a. Students will be dismissed from the University if their cumulative grade-point average (GPA) remains below 3.00 for two consecutive semesters. According to the Graduate Academic Regulations, the University Registrar places graduate students on probation if their cumulative GPA falls below 3.00. The Registrar permanently dismisses the student if the cumulative GPA does not rise to 3.00 or better the following semester.
- b. Receiving a second C (or lower) grade can result in probation or dismissal (Departmental regulation), even if the cumulative GPA is 3.00 or higher.
- c. Unfavorable evaluation of progress of graduate student progress by the Clinical Ph.D. program advisory committee, followed by GCC determination that the student should be dismissed (Departmental and University regulation).
- d. Not completing degree requirements within 7 years if the student began the clinical program with a BA or BS, or within 5 years if the student began the clinical program with an MA (Departmental regulation). Students may apply for a one-year extension of this requirement to the GCC through their faculty advisor and then the DCT, understanding that this application could be denied. At most, three possible one-year extensions of the time limit for the degree program can be granted (Departmental regulation).
- e. Failing a comprehensive examination twice, or any two comprehensive examinations once

- f. Not passing a required comprehensive examination within 6 months of taking a previously failed examination (University regulation).
- g. Failing a thesis oral examination twice (Departmental regulation).
- h. Failing a dissertation oral examination twice (University regulation).

### ***Professional Development***

We encourage students to seek out additional professional development activities in their time in the program. Our program will provide some workshops and/or outside speakers on career development (e.g., “The Basics of Starting a Private Practice,” “Career Paths in the Veterans Affairs System,” “Finding Work-Life Balance”). In addition, you are strongly encouraged to join a professional society, not just for research purposes, but for the professional development opportunities offered. For example, many students in the program join Association for Behavioral and Cognitive Therapies, American Psychological Association, and/or American Psychological Society. The annual conferences have career and personal development symposia, and there are special interest groups that one can join to network within one’s own area of interest throughout the year. At the First Year Orientation meeting, the DCT will circulate a list of professional societies that might be interesting to students.

Finally, know that your career and personal goals are important to us, and we want to help support individual goals. It is helpful to have ongoing conversations with your advisor and the DCT about your career goals, so that they can connect you with appropriate resources and provide guidance.

### ***Graduate Students Teaching Courses in the Department***

Graduate students who would like to teach a course in the department must fulfill the following requirements:

- a. Completion of the MA degree, and
- b. Either of the following:
  - a. Completion of the Greenberg Seminars or
  - b. Completion of a Teaching Assistant position for the course to be taught, with supervision by a faculty member.

The student is expected to let the faculty member know that they are interested in teaching the course, and write a contract with the faculty for specific supervision in course development and execution. The graduate student will be expected to develop a course portfolio documenting course preparation, including samples of a course syllabus, assignments, and lectures (ideally, the student will have sought opportunities to guest lecture in the course).

### ***Graduate Student Participation in Committees in the Psychology Department***

The Psychology Graduate Student Council elects officers, usually in the spring. The council is allotted a certain amount of money each year, to be distributed in any way the students decide. Officers include:

- a. President
- b. Vice-President
- c. Secretary/Treasurer
- d. Representative to the Graduate Student Council of the University. This council meets regularly, and the representative will have a role in University policies as a source of student input.

As detailed in the Department Constitution, there are several departmental committees upon which graduate students can serve. Elections for these representatives are held approximately two weeks into the fall of each year, and the elections are run by the previous year's President of the Psychology Graduate Student Council.

### ***Other Considerations for Clinical Ph.D. Students***

Licensing rules are state-specific: if you know where you plan to practice, we strongly recommend that you investigate laws in that state with regard to requirements for courses in cultural diversity and other areas. For example, if you plan to be licensed in Massachusetts, you must take Advanced Social Psychology and Ethnic and Minority Issues in Psychology.

### ***Conscience Clause for Clinical Ph.D. Students***

#### ***Program Policies Related to Trainees Who Experience Conflicts Working with Diverse Clients/Patients:***

In our APA-accredited program, we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

### ***Due Process and Grievance***

A student may come into disagreement with a faculty member or with the policies and actions of an academic unit as they affect the student's progress toward completion of their degree. In cases of complaint or disagreement over academic matters not resolved by consultation among the

parties, the University provides the student the right to initiate a grievance procedure, as described in the Student Academic Grievance Policy located on the Office of Undergraduate Studies website under Academic Policies (<https://www.american.edu/policies/upload/Academic-Grade-Grievances-Policy.pdf>)

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Evaluation of students and the awarding of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, such as personality, physical disability, age, race, gender, sexual orientation, religion, national origin, degree of political activism, or personal beliefs.

Judgment regarding standards of evaluation for a student's academic performance is a faculty responsibility and is not grievable. Normally, only questions relating to whether a faculty member complied with the stated requirements of the course and applied standards of evaluation fairly and equitably are potentially grievable.

Note that there is also a University grievance policy on disability-related accommodations (<https://www.american.edu/policies/upload/Reasonable-Accommodations-Grievance-Procedures-for-Students.pdf>).

### ***Academic Integrity***

The Academic Integrity Code for American University defines honorable conduct, outlines attendant rights and responsibilities, and describes procedures for handling allegations of academic misconduct. All graduate students should be sure to read the code (<https://www.american.edu/academics/integrity/code.cfm>) and to conduct their studies with intellectual honesty.

### ***Nondiscrimination Policy***

American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking. For more detailed information regarding University policy on nondiscrimination, please see this webpage:

<https://www.american.edu/policies/upload/Discrimination-and-Sexual-Harassment-Policy.pdf>

### ***Financial Aid: Departmental Support***

Graduate students in the doctoral program may be supported by graduate assistantships (GAs) funded primarily to help faculty with teaching (TAs) or research (RAs), although both types may involve a mixture of teaching, research, and some administrative activities. Only students

in good standing receive such awards. During the academic year (later August through early May), students with departmental fellowships:

- a. are prohibited from holding full-time jobs within the university (University policy)
- b. are prohibited from holding full-time jobs outside the university except with the approval of the Graduate Curriculum Committee; and
- c. are discouraged from holding part-time jobs (20 hours/ week or less) either within or outside the university.

Students receiving University graduate awards are paid monthly during the academic year. They are expected to work an average of twenty hours per week throughout this period, subject to negotiation with their supervisors. University holidays are, of course, excepted.

### ***Administrative Support***

The department senior administrative assistant (Lefteris Hazapis) is available to assist you with navigating paperwork, registrations, filing, and other administrative tasks. Britten Rollo, senior administrative assistant, is available for budgetary support for research labs, research awards, and travel awards.

### ***University Regulations vs Graduate Handbook Regulations***

Requirements described in this Handbook do not negate our University's rules found at Graduate Academic Regulations , but refine and augment them. Please note that a new set of Graduate Academic Regulations went into effect August 31, 2015. If a more stringent requirement is provided in the GCC Handbook than in University regulations, the requirement in the GCC Handbook applies. Requests for exceptions to GCC or University regulations must be made by petition from the student, approved by the student's faculty advisor and degree program director, to the GCC Chair or Provost.

### ***Which Handbook Applies to Me?***

Graduate students should follow the requirements in the GCC Handbook published in the summer prior to their first enrollment in the program. Note that GCC Handbook requirements add to the Graduate Policies and Procedures. It is responsibility of each graduate student to keep current on Department and University regulations. Minutes of the GCC and of our Department Council communicate changes in regulations, describe exceptions granted and declined, and announce the dates, times, and places of written comprehensive examinations. Copies of these minutes are available from the departmental Administrative Assistants.



*Faculty of the Psychology Department and Research Interests*

Contact information for full-time faculty and additional information are available in the [website of the Department of Psychology](#). The designations of term [ ], tenure-track [\*], and tenured [\*\*] are provided because the university graduate regulations require that at least two dissertation members including the chair be tenured.

- \*\* ANTHONY H. AHRENS, Professor, Ph.D. from Stanford University. Depression, gratitude, mindfulness, fear of emotion.
  
- \* LAURIE BAYET, Assistant Professor, Ph.D., University of Grenoble. Early visual, cognitive, and social-emotional development, with particular focus on facial emotion perception in infancy and early childhood. Her laboratory uses electro-encephalography, behavioral methods, and statistical or computational tools such as multivariate analysis to investigate the early development of representations involved in the processing of facial emotions and other high-level visual stimuli, and their relation to broader mechanisms of perceptual, social-emotional, or cognitive development
  
- .  
\* NICOLE E. CAPORINO, Assistant Professor, Ph.D. from University of South Florida. Anxiety, obsessive-compulsive disorder, cognitive-behavioral therapy with children and adolescents.
  
- \*\* MICHELE CARTER, Professor, Ph.D. from Vanderbilt University. Assessment and treatment of adult anxiety disorders; psychotherapy outcome; interpersonal relationships; African-American issues.
  
- \*\* TERRY DAVIDSON, Professor, Ph.D. from Purdue University. Neural basis of learning and memory; biological and associative controls of energy and body weight regulation.
  
- LAURA DUVAL, Professorial Lecturer, Ph.D. in Social Psychology from Tulane University. Her research interests include stereotyping and prejudice, media violence and other applications of social cognitive constructs.
  
- NOEMI ENCHAUTEGUI-DE-JESUS, Assistant Professor, Ph.D. from New York University. Job stressors, work-family balance, and coping resources in low-income families and communities; African-American and Latino issues; women and child/youth well-being.
  
- \*\* BRYAN D. FANTIE, Associate Professor, Ph.D. from Dalhousie University. Human neuropsychology, neural mechanisms and correlates of behavior and cognition (emotion, language, memory, attention, etc), brain dysfunction, closed head injury, autism, schizophrenia, dementia, behavioral neurology, diagnosis.

MARIA GOMEZ-SERRANO, Senior Professorial Lecturer, Ph.D. from American University. Neuroscience, basic physiology, epigenetic factors in drug abuse, maternal behavior in drug use and abuse.

\*\* JAMES J. GRAY, Professor, Ph.D. from Fordham University. ABPP in Clinical Psychology. Behavior therapy; psychotherapy; training of behavior therapists; abnormal psychology; psychology of religion.

\*\* KATHLEEN C. GUNTHER, Associate Professor, Ph.D. from University of Delaware. Stress and emotion regulation, depression, anxiety, neuroticism, experience sampling methodology .

\*\* DAVID A. F. HAAGA, Professor, Ph.D. from University of Southern California. Cognitive assessment, cognitive therapy, rational emotive behavior therapy, cigarette smoking, depression.

ERICA HART, Professorial Lecturer, Ph.D. from American University. Implicit bias, cross-cultural psychology, health disparities, body image.

\*\* NATHANIEL HERR, Associate Professor, Ph.D. from University of California, Los Angeles. Interpersonal functioning, emotion regulation, and identity disturbance among individuals with borderline personality disorder and related affective problems.

\*\* LAURA M. JULIANO, Professor, Ph.D. from State University of New York at Binghamton. Tobacco, caffeine, drug expectancies, placebo effects .

\*\* DAVID KEARNS, Associate Professor, Ph.D. from American University. Learning, conditioned inhibition, stimulus control, drug self-administration.

\*\* BARRY W. McCARTHY, Professor (Full Time, reduced load). Ph.D. from Southern Illinois University. ABPP in Clinical Psychology. Behavior therapy and behavioral groups; training and utilization of paraprofessionals; sex therapy and human sexual behavior; crisis intervention.

\*\* ZEHRA PEYNIRCI OGLU, Professor, Ph.D. from Rice University. Cognitive Psychology, human memory, inhibition in memory, nonverbal memory.

\*\* ANTHONY L. RILEY, Professor, Ph.D. from University of Washington. Psychopharmacology; drug use and abuse; animal models of addiction; conditioned food aversions.

\*\* ARTHUR SHAPIRO, Professor, Ph.D. from Columbia University. Visual perception and cognitive neuroscience, color, motion, visual camouflage, and low-light-level vision.

\*\* ALAN M. SILBERBERG, Professor. Ph.D. from University of Pennsylvania. Experimental analysis of behavior; autoshaping; choice behavior; microstructural analysis of rate.

\*\* CATHERINE STOODLEY, Associate Professor, Ph.D. from University of Oxford. The neuroscience of cognitive development, particularly the role of the cerebellum in learning and skill acquisition.

\*\* JONATHAN TUBMAN, Professor, Ph.D. from Pennsylvania State University. Health risk behaviors among adolescents in treatment for substance abuse problems; brief motivational interventions for reducing sexual risk behavior and related risk behaviors.

\*\* BRIAN T. YATES, Professor. Ph.D. from Stanford University. Program evaluation; cost effectiveness and cost-benefit analysis; development and training of self-management; drug abuse treatment; health psychology and behavioral medicine.

***Faculty Emeritus/Emerita (are not be eligible to chair dissertation committees)***

ELLIOT M. MCGINNIES, Professor Emeritus, Ph.D. from Harvard University. Functional analysis of social behavior; persuasion and attitude change, cross-cultural research.

SCOTT PARKER, Professor Emeritus. Ph.D. from Columbia University. Psychophysics, scaling, and measurement; perceptual and judgmental processes; sensation and perception; mathematical and statistical models.

BURTON M. SLOTNICK, Professor Emeritus, Ph.D. from University of Illinois, Urbana. Neuroethology; neuroendocrinology; olfaction.

CAROL S. WEISSBROD, Associate Professor Emerita, Ph.D. from Northwestern University. Clinical child psychology; gender issues in parenting; sports psychology; gender and competitiveness.



***Table of Requirements for the Clinical Ph.D.***

- 72 credits total
- 2 comprehensive exams
- 1 tool
- Clinical externship
- Clinical internship

To be completed by May of year	RESEARCH	COMPS and TOOLS	COURSES	CLINICAL
<b>First year</b>	Thesis proposal or other research in-progress presented to clinical faculty and fellow students at our Celebration of Research	Written research assessment completed.	6 completed	Positive evaluations by clinical supervisors
<b>Second year</b>	Thesis proposal signed by committee, data collection in progress	Research dissemination tool completed*.	12 completed	Positive evaluations by clinical supervisors
<b>Third year</b>	Thesis defense passed, any revisions completed, final manuscript signed by committee and submitted to Dean	Ethics comp passed * Specialty comp passed *	18 completed	Positive evaluations by clinical supervisors
<b>Fourth year</b>	Dissertation proposal approved by committee. *		All completed *	Externship with positive evaluations *
<b>Fifth year</b>	Dissertation data gathered, analyses in progress.			In fifth or sixth year, Internship with positive evaluations
<b>Sixth year</b>	Dissertation orals passed, revisions completed, final manuscript signed by committee, submitted to Dean			

**\* Must be completed by October 1 prior preceding application for internship, along with at least 500 assessment or intervention hours.**

**Note: Students must maintain matriculation each semester or register for one credit during internship year.**

*Faculty, Staff, Student Roles*

Department Chair	Anthony Ahrens	<a href="mailto:ahrens@american.edu">ahrens@american.edu</a>
Senior Administrative Assistants	Britten Rollo	<a href="mailto:brolo@american.edu">brolo@american.edu</a>
	Eleftherios Hazapis	<a href="mailto:ehazapis@american.edu">ehazapis@american.edu</a>
Director of Clinical Training	Clinical Ph.D.: Kate Gunthert	<a href="mailto:gunthert@american.edu">gunthert@american.edu</a>
Graduate Curriculum Committee (GCC) Chair	TBD	
Clinical Externship Director	Erica Hart	<a href="mailto:hart@american.edu">hart@american.edu</a>
Director of Animal Research Facility	Tony Riley	<a href="mailto:alriley@american.edu">alriley@american.edu</a>
Human Participants Committee Chair	Laura Duval	<a href="mailto:duval@american.edu">duval@american.edu</a>
<b>Graduate student roles</b>		
President	Christopher Tripoli	<a href="mailto:ct9900a@american.edu">ct9900a@american.edu</a>
Vice President	TBD	
Social Chair	TBD	
Treasurer	TBD	
Graduate Curriculum Committee (GCC) representatives	TBD	

Merit Committee representative	TBD	
Human Participants Committee representative	TBD	
Department Council representatives	TBD	
	TBD	
APAGS (APA Graduate Students) Representative	TBD	