DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF CALIFORNIA, BERKELEY

THE DOCTORAL PROGRAM
IN
CLINICAL SCIENCE

2017 - 2018

This handbook is designed to facilitate your progress through the Program. It is a mixture of official policies, recommendations for making your life easier, and the accumulated wisdom of your peers and faculty mentors. The manual supplements other important published material that appears in the Graduate School Catalogue, Policies and Rules for Graduate Study in Psychology, and the Policies and Procedures Manual of the Psychological Services Clinic. In this manual, we periodically reference relevant portions of these sources but you should become familiar with them as this will facilitate your progress through the Program.

This manual is considered to be in effect at the time you start the Program and remain applicable throughout your stay here. Any subsequent changes in these printed materials will not affect you unless it is decided to grandparent in specific new policies for all student cohorts.

Introduction

The Clinical Science Program at U.C. Berkeley is a member of the Academy of Psychological Clinical Science, which is a coalition of doctoral training programs that share a common goal of producing and applying scientific knowledge to the assessment, understanding, and amelioration

of human problems. Membership in the Academy is granted only after a thorough peer review process. Its membership in the Academy indicates that the Clinical Science Program at U.C. Berkeley is committed to excellence in scientific training, and to using clinical science as the foundation for designing, implementing, and evaluating assessment and intervention procedures.

The following excerpt from the Academy's mission statement and the subsequent principles written by our faculty capture our program philosophy:

Clinical science is a psychological science directed at the assessment, understanding, and amelioration of human problems in behavior, affect, cognition, or health, and at the application of knowledge to such problems in ways consistent with scientific evidence. The emphasis on the term "science" underscores a commitment to empirical approaches to advancing knowledge.

Principles that Guide the Clinical Science Program

1) Discovery in clinical science requires exposure to clinical and community phenomena.

2) Translational research is essential and requires moving from discovery to application (in assessment, treatment, and prevention) and back to discovery.

3) Breadth of understanding is needed across domains and levels of the phenomenon (from genetic, biological, psychological, developmental, social, cultural, and societal).

4) Depth of training is needed in an integration of theory, research, and application around a particular problem that can generalize to other problems and modes of intervention.

5) Discovery and application are enhanced in a training context of diversity (in theoretical perspectives, clinical and social problems, and faculty/student background).

Scholarship, Research and Clinical Training: Goals and Objectives

The training prepares students for future roles as researchers and teachers in university and medical settings, and as leaders in the provision of human services through community agencies. The program's goals and objectives are as follows:

Goal I: Competence in scholarship

Objective: *Students should demonstrate competence in scholarship related to the: (1) breadth of scientific psychology; (2) scientific, methodological, and theoretical foundations of assessment; and (3) diagnosis, etiology, and treatment of psychopathology.*

Goal II: Competence in research

Objective: *Students should demonstrate competence in: (1) designing research; (2) conducting research; (3) disseminating research; and (4) conducting research ethically.*

Goal III: Competence in clinical practice

Objective: *Students should demonstrate competence in: (1) conducting psychological assessments; (2) delivering interventions; (3) utilizing and providing supervision; (4) providing consultation; and (5) conducting clinical practice ethically.*

Goal IV: Competence in professionalism

Objective*:* Student demonstrates professional values and ethics evidenced by behavior and comportment that reflects the values and ethics of psychology, integrity, and responsibility.

Goal V: Competence in diversity

Objective: Demonstrates the ability to conduct all professional activities with sensitivity to

human diversity, including the ability to deliver high quality services to a diverse population. Demonstrates knowledge, awareness, sensitivity, and considerations when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics.

Accreditation

PCSAS – Psychological Clinical Science Accreditation System
The Clinical Science Program at the University of California, Berkeley was accredited in 2013 by the Psychological Clinical Science Accreditation System (PCSAS). PCSAS was created to promote superior science-centered education and training in clinical psychology, to increase the quality and quantity of clinical scientists contributing to the advancement of public health, and to enhance the scientific knowledge base for mental and behavioral health care. The Berkeley program is deeply committed to these goals and proud to be one of the select group of programs accredited by PCSAS. To correspond with PCSAS, or for additional information: http://www.pcsas.org/

APA – American Psychological Association
The Clinical Science Program, a doctoral program in Clinical Science, accredited as a program in clinical psychology, has been accredited by the American Psychological Association since 1948. (Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE. Washington, DC 20002-4242. Telephone: 202-336-5979)

Future Accreditation Plans

The clinical science doctoral program at the University of California, Berkeley provides students with the highest quality training in the integration of science and practice. Reflecting this, the program has been accredited continuously by the American Psychological Association (APA) since 1948 and by the Psychological Clinical Science Accreditation System (PCSAS) since 2013. The staggering personal, social, and economic burdens of mental illness and related problems and the difficulty of making progress in reducing these burdens has created an increasing need for training clinical psychologists who have more intensive clinical research training, greater experience working in interdisciplinary research teams, broader exposure to a range of clinical problems, and deeper knowledge in emerging fields (e.g., neuroscience and genetics).

The clinical science program at the University of California, Berkeley is committed to training clinical psychologists who are prepared to make significant contributions to basic research on mental illness and well-being; to the development, evaluation, delivery, and dissemination of new assessments and treatments; and ultimately to reducing the burden of mental illness and related problems in living. Increasingly we view the evolving curricular and other demands associated with APA accreditation as interfering with this approach to training. For this reason, we will consider whether or not to continue accreditation with the APA when our current accreditation ends in 2023. To ensure the highest level of excellence and integration of scientific and applied clinical training, we will continue to maintain PCSAS accreditation (our program is currently accredited by PCSAS through 2023).

Applicants to our program may have concerns about the implications of these changes for professional training, licensure, and employment. Regardless of whether we decide to continue

APA accreditation, our program will remain committed to training students who are among the field's best clinical psychologists, fully prepared for positions at the forefront of modern clinical science and practice. In service of this goal, we will continue to maintain our in-house Psychology Clinic, which plays a central role in providing clinical training for our students, houses numerous clinical research projects, and provides high quality clinical services to the Berkeley community. Further, our graduates will still be eligible for professional licensure in California, in states that recognize both PCSAS and APA accreditation (currently Delaware and Illinois, and under consideration in a number of other states), and in states that do not require APA accreditation.

The Clinical Science Program

The Berkeley academic year is divided into two semesters. The academic year begins in late August and ends in mid-May. Summer is usually a time for research, special studies, and/or for additional clinical experiences. Normally students take 12-15 units of credit each semester, fulfilling the program's course requirements prior to beginning their full-time Clinical Internship. Our expectation is that work on the dissertation will begin in Year 4 or 5 and be completed by the end of Year 5 or 6. In addition, a year-long full-time clinical internship in an APA-approved setting is required of all students. Thus, the typical student will spend four to six years in residence at Berkeley plus one year at the internship site, at or near the completion of the dissertation. Also, note that even if the dissertation is completed earlier, students cannot receive their degree until their internship hours are certified.

The faculty advisor plays an important role in a student's training. At the beginning of Year 1, each student is matched with a faculty advisor, usually one of the core Clinical Science Program Faculty, who supervises the student's research. In subsequent years, the student is free to continue working with that person or to seek a new research advisor. In addition to research supervision, the advisor works with the student in planning a program that fits that student's interests, while at the same time meeting program requirements for a well-rounded education. If a student is conducting research under the supervision of someone other than a core Clinical Science Program Faculty member (e.g., a faculty member in another area of the Psychology Department), then a core Clinical Science Program Faculty member is assigned to advise that student in matters related to clinical training.

In the next section, the required courses and activities that constitute the graduate program are listed, followed by a year-by-year description of a sample program. This sample program is only a model; the actual sequence and content of an individual student's program is developed in collaboration with the advisor.

Curriculum

Departmental Requirements

1. Introduction to the Profession of Psychology (2 units)

   Incoming graduate students in all Department Programs are required to attend the seminar entitled "Introduction to the Profession of Psychology" (Psy 292). This seminar provides both a broad review of the field of psychology and an introduction to Psychology Department faculty members who will discuss their particular programs as well as

summarize current developments in their areas. The seminar will also cover topics in professional development (e.g., scientific writing, convention presentations, journal review processes, professional and scientific ethics, and special issues facing women and minority psychologists). Students take Psy 292 in the Fall semester of Year 1.

2. Seminar on Professional Development (2 units)

   Second or third-year graduate students in all Department programs are required to attend the Seminar on Professional Development (Psy 293) in the spring of the second or the third year in the program. This seminar focuses on various issues related to professional development. The seminar participants select actual topics at the beginning of the semester. Topics may include planning a research program, preparing for qualifying exams, choosing a dissertation committee, identifying career options, presenting work at conferences and in journals, preparing grant proposals, preparing for job interviews, juggling professional and personal life, and recognizing obstacles in career development. Psy 293 is usually taught each year in the Spring semester, and students take this during Year 2 or 3 of the program.

3. Statistics (6 units required)

   All students are required to take two statistics courses while a student in residence in the program. Students typically take statistics courses taught in Psychology (e.g., Data Analysis: Psy 205A & 205B) but, in consultation with their advisor, may choose to take courses taught in other departments to fulfill the statistics requirement. Psy 205A and Psy 205B are usually taught each year. Students typically take these courses in Year 1 or Year 2 of the program.

4. Teaching of Psychology (2 units)

   Students must enroll in the Teaching of Psychology seminar (Psy 375) before or concurrent with assuming GSI responsibilities. It is strongly recommended that students take this seminar in the fall of Year 1 or Year 2. This course covers a variety of teaching techniques, reviews relevant pedagogical issues, and assists graduate students in mastering their initial teaching experiences.

5. Individual Research (1-12 units per semester)

   Beginning in the first semester of Year 1 and continuing throughout their years in residence, all students are required to register for individual research supervision (Psy 299) with a faculty member.

Clinical Science Program Requirements

6. Clinical Science Program Colloquia Series (1 unit per semester).

   All students registered and in residence are required to enroll in and attend clinical science colloquia (Psy 239) every semester. In this course, students, faculty, and guest speakers present material of concern to the field of clinical science. The Clinical Science Program Colloquia meets 4 or more times each semester. These colloquia, as well as other program meetings to be scheduled on an impromptu basis, are held each semester on Tuesdays, 3:30-5:00. Students should keep this time slot (Tuesdays 3:30-5:00) free for colloquia and any such meetings. To facilitate this, no Psychology Clinic appointments are scheduled Tuesdays from 3:30-5:00.

7. Proseminar: Clinical Psychology (3 units)

   The Proseminar in Clinical Psychology (Psy 230) The course covers major theories of adult and child psychopathology, including ethnic minority mental health and cultural influences. This is taken in Year 1 of the program.

8. Introduction to Clinical Methods (1 unit)

   In the Spring semester of Year 1, students enroll in Intervention: Introduction to Clinical Methods (Psy 237H). This workshop-style course focuses on Psychology Clinic policies and procedures and introduces students to clinical supervisory staff. It includes training in conducting telephone consultations and initial consultations with clients through role playing a variety of interview and therapy scenarios.

9. Clinical Science Research Methods (3 units)
   This requirement may be fulfilled by 235 Clinical Science Research Methods. This requirement can also be fulfilled by 250D-Personality Measurement which is taught by Oliver John or, with approval from your mentor, any research methods course on campus.

10. Clinical Assessment: Theory, Application, and Practicum (3 units)

    The two-semester Clinical Assessment course (Psy 233A: Adult--3 units; Psychology 233B: Child--3 units) emphasizes the principles and methods of clinical interviews and includes intellectual, objective, and projective clinical assessment. One semester focuses on adult assessment; the other semester focuses on child and adolescent assessment. The courses include both didactic instruction and hands-on assessment experience with clients. Psy 233A & B are taught alternately each spring. All students are required to take either 233A-Adult Assessment or 233B-Child Assessment. Students may be encouraged to take both Adult and Child, but it is not required.

11. Specialty Clinics (3 units per semester for the specialty clinic course, and 1 unit per semester for clinical supervision; **four semesters are required in Years 2 and 3.**)

    Each year two or more Specialty Clinics are offered. Each Specialty Clinic (Psy 236) defines a clinical population, intervention issue, or community context to be served that year. The Specialty Clinic is a course in which the topic of interest is studied by reviewing the empirical literature, defining and developing an intervention/consultation, marketing and delivering the intervention/consultation, and evaluating the effectiveness of the intervention/consultation. Along with the Specialty Clinic course, students receive clinical supervision (Psy 237G, a separate course requiring separate enrollment). Students are required to enroll in a Specialty Clinic course and in clinical supervision each semester in Years 2 and 3.

    Note: All Clinical Science students in-residence must carry APAIT Student Liability Insurance. Students apply for this insurance (http://www.apait.org/apait/) at the beginning of the first semester upon arrival in the program and renew it annually. The Clinical Science Program reimburses the cost of the coverage for clinical work conducted in the Psychology Clinic. Copies of the policy must be on file in the Clinic Office. See Elodie for further instructions.

12. Professional Development in Clinical Psychology (3 units per semester; **four semesters are required in Years 2 and 3.**)

    Students working in the Psychology Clinic meet for two hours (plus one hour for individual meetings) per week to discuss Professional Development in Clinical Science including: theories of consultation; theories of supervision and supervision competencies; ethical standards of clinical care (risk management, risk assessment, informed consent, professional boundaries and behavior, HIPAA regulations, confidentiality and the limits on client-therapist confidentiality, documentation.) (Psy 237E) Students are required to enroll in this course each semester in Years 2 and 3.

13. Clinical Assessments

    Students are required to complete 2 assessments between Years 2 and 4 through the Psychology Clinic. If an Assessment Specialty Clinic is offered, enrolling in the Assessment Specialty Clinic may take the place of some or all this requirement.

14. Discipline-Specific Knowledge

Trainees are required to complete (1) **foundational** and (2) **graduate-level** training in the following breadth topics:

Affect
Biology
Cognition
Development
Social

(Hence, the acronym "ABCDS.")

As indicated below, there are multiple routes to meeting the foundational requirements in each of these ABCDS topics including undergrad courses and Psychology GRE scores. There are also several options for the graduate-level requirement.

Graduate-level training that **integrates** at least two of these ABCDS topics must be completed.

I. **Foundational knowledge** is defined by knowledge of a broad range of topics within each domain.

Foundational knowledge can be demonstrated through undergraduate coursework, graduate coursework, serving as a graduate student instructor who provides lectures in that area, by GRE psychology subdomain scores, or through a portfolio of documented relevant activities.

Undergraduate coursework used to meet ABCDS coursework must meet the following criteria:

- Proof of a B or higher from a 3 credit (or more), advanced undergraduate course at an accredited university,
- Review of the syllabus, textbook table of contents, and transcript by the director of clinical trainingand faculty advisor suggests adequate focus, depth, and fit with the breadth goals.

GSI lectures can be used to meet the ABCDS coursework if:

- The syllabus shows that the course was focused on the topic,
- Student evaluations suggest that the trainee had satisfactory knowledge of the topic.
- The lectures are equivalent to the same breadth as the undergraduate coursework would cover.

GRE scores in psychology can be used if:

- The trainee has taken a version of the Psychology GRE test that provides scores for the specific subdomains relevant to ABCDS
- The trainee has obtained scores at or above the 70th percentile for that subdomain of psychology.

Portfolios that are used to cover foundational knowledge must be comparable in depth and breadth to the undergraduate coursework requirements.

Foundational knowledge CANNOT be focused only on a singular topic within the domain. Some breadth within the domain must be covered.

Affect. Training must cover at least one topic from the following: Theories of emotion, emotion and the nervous system, emotion and cognition. NOTE: Psychopathology and mood disorders do not count.

Biological. Training must cover at least two biological topics, such as neural, physiological, anatomical, and genetic aspects of behavior. NOTE: Psychopharmacology and neuropsychology coursework alone would not count, but can be included as one topic.

Cognition. Training must cover topics such as learning, memory, thought processes, and decision-making. NOTE: Cognitive testing and cognitive therapy do not, by themselves, fulfill this domain.

Developmental aspects of behavior. Training must cover topics such as transitions, growth, and development across an individual's life. Training must cover more than a single developmental period (e.g., late life, infancy).

Social. Training must cover at least two topics such as group processes, attributions, discrimination/stereotypes/prejudice, attitudes, self, social cognition, or relationships. NOTE:

Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

II. **Graduate level knowledge** is defined by reading of primary sources and the ability to demonstrate critical thinking in that area. Graduate knowledge, above and beyond the foundational knowledge, must be documented for all ABCDS domains: affect, biology, cognition, development, and social psychology, and for the integration requirement.

Many types of experiences can demonstrate graduate-level knowledge. According to the APA, trainees can use "a learning experience (e.g., course, parts of courses, or independent study) the outcome of which is assessed by a person recognized as having current knowledge and expertise in the area of the learning experience. "
At Berkeley, graduate-level knowledge can be demonstrated through graduate coursework or a portfolio.
A single graduate course or portfolio could cover both foundational and graduate-level knowledge, if it covered both the breadth of topics required for foundational training and the depth of knowledge and primary source materials required for graduate-level training.
Proseminar courses offered by the different areas of the department are good candidates for providing coverage of graduate level knowledge as long as primary sources are part of the reading list. Courses offered in other departments (e.g., Public Health, Social Welfare, Education) can also be considered.
Given the realities of graduate courses at Berkeley, it may be necessary to supplement existing courses to demonstrate attainment of graduate knowledge through a portfolio approach. Portfolios may include primary source readings, graduate or professional-level lectures provided by the trainee or attended by the trainee, segments of graduate courses, lab meetings, or graduate discussion groups. Portfolios that are used to cover graduate-level knowledge must show a depth and breadth of training that is similar to what would be gained through graduate coursework and must include primary source readings. Students who complete portfolios will need to demonstrate that their educational experiences supported the development of critical thinking in the topic, as assessed as part of the educational experience or through discussion with the advisor and the DCT as part of the portfolio approval.

1. NOTE: It is not consistent with the SoA for the entirety of a student's education in Discipline-Specific Knowledge to occur prior to matriculation into the doctoral program. A student may fulfill up to 50% of the program's required graduate level knowledge requirements with courses taken while that student was enrolled in another graduate program (MA or Doctoral). Such courses must meet the same criteria and must be approved and documented in the same way as described above.

III. ***Integration*** is defined by a graduate-level training experience that covers at least two of the ABCDS topics. A single integrative graduate course can cover the integrative part, plus two specific ABCDS requirements.

Trainees who would like to propose a special integrative experience that is beyond the normative clinical program requirements can seek approval from their advisor and the Director of Clinical Training. Generally, standard clinical program requirements, such as the qualifying exam, would not count toward the integrative requirement. A suitable training experience could involve experiences such as writing a paper (e.g., the influence of emotion on working memory), teaching a graduate course or leading a weekly graduate-level discussion group that integrates

two topics. The trainee should submit a summary that provides information about how the experience will cover and integrate two topics from ABCDS, including primary source readings, demonstrate critical thinking, and be evaluated.

Additional information about experiences that qualify for discipline-specific training:

> For either (i) foundational or (ii) graduate level training, clinical courses do not generally count—that is, neuropsychology, psychopharmacology, and/or developmental psychopathology lectures are not generally considered breadth topics. Nonetheless, when coursework covers basic non-clinical topics, weeks focused on this basic non-clinical content can contribute to breadthrequirements. For example, Psychology 131 lectures focused on development could help cover breadth, as long as those lectures were truly focused on core developmental principles outside of the domain of psychopathology.

Quantity of Breadth Training Required per Domain:

At a foundational level, one undergraduate course or one GSI semester can cover two ABCDS topics, as long as adequate attention is given to both topics (roughly half of the course on each domain). For example, cognitive neuroscience could cover cognition and biology, a class on affective influences on decision-making could cover affect and cognition, or a health psychology course could cover both biology and cognition.

For graduate-level knowledge, one graduate course can cover two ABCDS courses as well as the integrative requirement.

A single graduate course could technically cover two foundational ABCDS domains, two graduate-level ABCDS topics and the integrative requirement, if it met all of the requirements described above.

Approval Process

Approval of discipline-specific knowledge requirements is to be completed by the advisor and then the DCT. The form for this process is enclosed on the next page.

Clinical Science Requirement Tracking Form

Supervision and consultation training completed and rated as satisfactory or better

Note experience _____

Semester _____

Discipline-Specific Knowledge

History and Systems (attach syllabus):
_____ graduate course
_____undergraduate course

	Foundational				Graduate	
Topic	GRE specific scores above 70th percentile	Undergraduate or graduate coursework	GSI	Portfolio	Graduate course	Portfolio
Affect						
Biology						
Cognition						
Development						
Social						
Integration						

For all courses, attach syllabus with reading list. For undergraduate or graduate coursework taken outside of UC Berkeley, attach transcript. For GSI, attach student ratings of knowledge of the topic area. For portfolios, attach list of educational experiences, primary source reading list and materials relevant to critical thinking and evaluation.

If it meets program criteria, one graduate class can cover two foundational areas and two of the ABCDS areas as well as integration.

Approved by

_____ _____
Research Advisor Date

_____ _____
Director of Clinical Training Date

15. Electives

Students are encouraged to take as many elective courses as their schedules will allow. Elective courses might include: courses offered by other Psychology Department graduate programs and/or courses offered by other graduate departments. Choice of electives should be made in consultation with the student's faculty advisor. In addition, students are encouraged to attend colloquia offered by other graduate programs, both in the Psychology Department and campus-wide.

16. Diversity and Ethnic Minority Issues

The discussion of diversity and ethnic minority issues takes place in most Clinical Science Program courses. Students are encouraged to take additional courses in diversity and ethnic minority issues while enrolled in the graduate program. Students with particular interests in the field of ethnic minority mental health and in cross-cultural psychology are also encouraged to seek internship experiences and to focus their research efforts in this field.

17. Ethics and Professional Issues

Ethics and other professional issues constitute an important part of training in clinical science. These issues are discussed in a number of contexts including the Clinical Psychology Proseminar, Professional Development in Clinical Science, Specialty Clinics, Lab Meetings, Individual Supervision, and Clinical Science Program Colloquia.

Other Program Requirements

1. First-Year Research Proposal

During the clinical prosem course in Year 1, students submit a brief proposal (not more than two pages) describing their second-year research project for review by the core Clinical Science Program Faculty. Students work closely with their faculty advisors to develop these proposals, and a portion of the course time in the Clinical Psychology Proseminar is devoted to helping students complete them. The completed proposal is to be sent electronically to Elodie at esteffen@berkeley.edu; the due date will be set by the prosem instructor, but final versions are typically due by Feb 1 to the faculty. If the proposal is not completed by the due date, a student may petition for an extension to the Director of the Program. However, a student will not be considered to be in good standing until the project is completed.

Note: The summary must be two pages total, no cover page, no appendices or attachments. 11 point font and .5 inch margins are acceptable, and references can appear on a third page. Please put your name and paper title at the top of the page.

2. Masters-Level Research

All students enrolled in the Clinical Science Program must complete a Masters-Level Research project regardless of having received an MA from another institution. The final version of a paper/thesis based on a research project is to be completed and approved by the ***last day of Spring Semester of Year 3***. Please consult the academic calendar for the specific date: http://registrar.berkeley.edu/CalendarDisp.aspx?terms=current. If the project is not

completed by this time, a student may petition for an extension to the Director of the Program. However, a student will not be considered to be in good standing until the project is completed. The paper need only be approved by the research advisor unless the student wishes to receive a Master's degree, in which case the thesis must be approved by the research advisor and two readers. *(See Elodie for the appropriate internal approval form for advisor signature only.)*

Additional paperwork is required if the student wishes to apply for a Master's degree. For this application, please refer to this link: http://grad.berkeley.edu/policies/pdf/Mastcand.pdf Students planning to file for a Master's degree should consult the Student Calendar in the Schedule of Classes for actual deadline dates. Applications for admission to candidacy are available in the Psychology Department's Student Services Office, or directly at: http://grad.berkeley.edu/policies/pdf/PlanB.pdf. The application for the MA must be submitted to the Graduate Division by the **September deadline date for a December degree** and the **February deadline date for a May degree**. Completed Master's theses must be filed no later than the respective deadlines in December or May.

Note: Copies of all official forms must be supplied to Elodie, and the Psychology Department Graduate Student Advisor, prior to submission to the Graduate Division.

Each second-year student is expected to present his/her Masters-Level Research Project at a special Department-wide poster session organized in mid-May. In addition, Clinical Science Program students are required to present on their Masters-Level research projects in the Clinical Science Colloquia series in the Fall of Year 3.

Please forward an electronic copy of your final MA-Level Project to Elodie, esteffen@berkeley.edu

3. Graduate Student Instructor (GSI)

During their careers at Berkeley, Psychology graduate students are required to spend two semesters as Graduate Student Instructors (GSI). The Department may require one of these semesters to include Psychology 1 (Introductory Psychology) or 101 (Statistics). Psychology 375 (Teaching Psychology – 2 units) is required of all graduate students in the Department. This seminar must be taken before or concurrent with first assuming GSI responsibilities. It is recommended that students take the seminar in the fall of Year 1.
Note: For all questions related to GSI placement and funding, please contact Psychology Graduate Student Advisor, John Schindel at 642-1382 or jschindel@berkeley.edu.

4. Qualifying Examination.

During Year 3, students should select a qualifying examination committee. The committee consists of at least four members: a chair (this person cannot be the student's dissertation chair, per University regulations), two members from Psychology (usually including the student's advisor), and one member outside the Psychology Department. Students will work with their committee members to select the three areas and written products that will serve as the basis of the Ph.D. Qualifying Examination ("orals"). This requirement is designed to recognize career-enhancing activities that have taken place during the first three years of the program. As such, the three written products that constitute the written part of the Qualifying Examination can include a number of options. Note that only one may be a clinical case or conference paper:

A. **First-authored publication:** *First-authored scientific or clinical case publication submitted to a peer reviewed journal. Note: The substantive portion of all first-authored papers must be written after entering the program to be considered for the Qualifying Examination, even if the data were collected elsewhere. First-authored book chapters will not count toward the written requirement of the Qualifying Examination.*
B. **Conference presentation:** *First-authored written conference paper – scientific research paper or clinical case presentation presented or accepted to be presented at a conference, e.g., ABCT or SRCD. Must be an oral full-length (15 minutes or longer) talk presented by the graduate student. Can be a presentation made as part of a symposium. A first-authored poster will not count. The oral talk can be transcribed to meet this requirement).*
C. **Substantive grant application:** *Must be of the scope of National Research Service Award (NRSA) application, and must be submitted.*
D. **Review paper on area of interest.** Can be a quantitative meta-analysis or qualitative review. Does not have to be submitted before the meeting.
E. **Written essay exam** questions *provided by the committee, based on a reading list that is also approved by the committee.*

The qualifying examination committee will review the written products to determine whether they cover a wide enough range. Committees have the right to decide that products have too much overlap, and that other products must be substituted to broaden the range.

5. The oral portion of the Qualifying Examination, a requirement of the Graduate School, must be scheduled one week after the three written products are turned in. It is expected that the Qualifying Examination will be completed by the end of Year 3 or beginning of Year 4. If not completed by that point, students must submit a request for an extension, along with a description of the reasons for the delay and the planned progress. Those who have not completed the qualifying exam in a timely fashion will be considered not to be in good standing, and may be asked not to continue clinical work until the qualifying examination is completed.

   Note: Doctoral students who are preparing to take the Qualifying Examination (QE) must submit an application at least three weeks prior to the proposed date for the examination. http://www.grad.berkeley.edu/policies/pdf/qe_application.pdf

6. The Advancement to Candidacy application must be filed with the Graduate Division no later than the semester following completion of the exam. http://www.grad.berkeley.edu/policies/pdf/PlanB.pdf

7. Dissertation

   A committee consisting of three faculty members (the faculty advisor, a member of another department or school, and one additional member of the Psychology Department faculty) must approve the dissertation proposal. Students are welcome to have additional members on the thesis advisory committee, but it is not mandatory. After approval, a three-person committee (advisor, outside member, and one additional Psychology faculty member) guides the work on the dissertation and is responsible for accepting the final dissertation.

   Dissertation plans should normally be completed and approved by the beginning of Year 4 (or 5), with the dissertation completed by the end of Year 5 (or 6). Students must have their dissertation proposals approved prior to embarking on their full-time internships. More specifically, the dissertation proposal must be approved by October 1 of the year the student wishes to apply for internship.

Although dissertations can be submitted with the Graduate Division before successful completion of the internship, the doctoral degree cannot be awarded until *after* the successful completion of the internship. Doctoral degrees are conferred three time a year, in December, May and August. Deadline dates appear in the Schedule of Classes.

Note: There are special instructions for submitting the dissertation prior to or during the internship year. Johanna can advise students about the appropriate procedures. An electronic copy of your dissertation must be forwarded to Johanna as soon as it is submitted to Graduate Division.

8. Year-Long Clinical Internship

A year-long, full-time internship is required of all students. Students normally submit applications in Year 4 or 5 for internships in Years 5 or 6. Students are required to obtain internship experience in an APA-approved setting. Given the limited number of internships in the Bay area, it is important for students to plan to apply broadly to internship sites across the country. Internships in non-APA approved settings have negative implications for students' career options and for the program's accreditation status and thus will only be considered for approval by the Clinical Science Program faculty under extraordinary circumstances.

Students must complete all required course work prior to beginning the year-long internship. And the dissertation must be approved by May 31st of the year prior to the internship. Ideally, students will have completed the dissertation before the internship begins.

Note: Those students who are planning on applying for the 2-year, half-time internship at UCSF need only complete their Qualifying Exams by October 1st prior to applying for internship. Advancing to Candidacy, having final courses signed, and setting the thesis meeting can be done during the first year of internship.

When applying for internship, you will be required to describe each of your clinical hours. As you can imagine, it gets hard to keep track of the many different ways you have earned clinical experience (including intakes, therapy sessions at various sites, assessments, work conducted for your clinical research team that includes assessment or therapy, etc.). **We highly advise that you begin logging your hours using the clinical hours monitoring forms provided at APPIC starting this Fall and continuing each and every semester that you are here:** http://www.mypsychtrack.com/

Additional Research

Formal and informal research training and experience begin in the first year under the supervision of the student's advisor. Research training is tailored to the needs and career plans of the individual student. For most students, the formal research requirements (i.e., Masters-level research and the dissertation) are supplemented by additional individual and collaborative research projects undertaken during their tenure in the program. Students should discuss their evolving career plans with their advisors and other mentors early and often. Research goals can then be set that are most consistent with these plans.

Additional Course Work

The graduate program in Clinical Science is designed to have a limited number of required courses, which are augmented by elective courses. Throughout their graduate work, students are encouraged to study substantive, research, and theoretical issues in diverse areas.

The bulk of students' applied clinical training takes place during Years 2 and 3. To ensure a balance between theoretical and practicum learning and to facilitate student progress in meeting the research and other program requirements, students are asked to place a reasonable limit on clinical practicum activities. The expectation is that students are engaged in practicum activities from 12-15 hours per week during Years 2 and 3. Although caseloads are small, intensive supervision and detailed consideration of clients in Specialty Clinics are intended to give a firm base for developing the concepts and skills necessary for effective intervention. The clinical training that is provided by the program prior to the full-year internship more than meets the requirements established by the American Psychological Association.

Students who are in good standing in the program at the end of Year 3 may opt to obtain additional clinical experience in Years 4 or 5. Many students seek an off-site externship as a way of broadening their exposure to additional clinical populations, problems, and settings. These externships should require 10 hours or fewer per week. Participating in externships that entail 11-20 hours per week requires evidence of your being in good standing in the graduate program and making good progress in your research (e.g., publications, conference presentations). All externships must be approved by the Clinical Science Program Director and the faculty mentor prior to a student's accepting an externship *(Please see Johanna for the appropriate required approval forms and Memorandum of Understanding prior to agreeing to an externship.)*

Students may also elect to participate in additional assessments or an additional Specialty Clinic in the Psychology Clinic if these are thought to meet professional goals and <u>if such opportunities are available</u>. Should a student, with faculty support, decide to participate in any Specialty Clinic, that student will be required to concurrently enroll in and regularly attend Psychology 237E-Professional Development in Clinical Science.

Note: Once it is requested and approved that a student in year 4 or 5 will conduct additional clinical work (Externship, or Assessment or Specialty Clinic in the Psychology Clinic); the student is bound by that decision and is required to follow through and complete the additional training.

Occasionally, the clinical faculty may decide that additional clinical experience is warranted after a student completes their second intern year. That student will be required to spend a third year as a clinical intern in the Specialty Clinic that faculty decide is in the best training interests of that student's development. Again, that student will be required to concurrently enroll in and regularly attend Psychology 237E-Professional Development in Clinical Science.

SAMPLE PROGRAM

Year 1

1. Proseminar in Clinical Psychology (Psy 230: Fall semester).
2. Clinical Assessment: Theory, Application and Practicum (Psy 233A/B: Spring semester).
3. Statistics (Fall and/or Spring semesters).
4. Research Methods (Psy 235-Clinical Research Methods, or Psy 250D Personality Measurement).

5. Individual Research (Psy 299: Fall and Spring semesters).
6. Clinical Science Colloquia (Psy 239: Fall and Spring semesters).
7. Introduction to the Profession of Psychology (Psy 292: Fall semester).
8. Teaching Psychology (Psy 375: Fall or Spring semester).
9. Intervention: Introduction to Clinical Methods (Psy 237H: Spring).
10. Additional Course Work (if available, Persons psychotherapy class is highly recommended, breadth requirements, other electives).
11. Research Task: Plan and prepare two-page outline of second-year research project by end of Spring semester.

Year 2

1. Clinical Assessment: Theory, Application and Practicum (Psy 233A/B: Spring semester).
2. Specialty Clinic (Psy 236: Fall and Spring semesters).
3. Professional Development in Clinical Psychology (Psy 237E): Fall and Spring semesters).
4. Intervention: Specialty Clinic supervision (Psy237G)
5. Conduct Assessment in Psychology Clinic.
6. Seminar on Professional Development (Psy 293: Spring semester).
7. Clinical Science Colloquia (Psy 239: Fall and Spring semesters).
8. Individual Research (Psy 299: Fall and Spring semesters).
9. Additional Course Work (breadth requirements, other electives).
10. Research task: Work on Masters-level research.

Year 3

1. Specialty Clinic (Psy 236: Fall and Spring semesters).
2. Professional Development in Clinical Psychology (Psy 237E): Fall and Spring semesters).
3. Intervention: Specialty Clinic supervision (Psy237G)
4. Conduct Assessment in Psychology Clinic.
5. Clinical Science Colloquia (Psy 239: Fall and Spring semesters).
6. Individual Research (Psy 299: Fall and Spring semesters).
7. Additional Course Work (breadth requirements, other electives).
8. Research and Program Tasks:
    a. Present Masters-level research project at a Clinical Science Colloquium at the beginning of Fall semester.
    b. Complete Masters-level research paper by end of Spring semester.
    c. Complete and/or prepare for Qualifying Exam.

Year 4

1. Clinical Science Colloquia (Psy 239: Fall and Spring semesters).
2. Individual Research (Psy 299: Fall and Spring semesters).
3. Additional Course Work (breadth requirements, other electives).
4. *Optional*: Additional clinical work (Externship, Assessment, Specialty Clinic).
5. Research and Program Tasks:
    a. Complete Qualifying Examination.
    b. Obtain approval of dissertation proposal.
    c. Apply for Clinical Internship if dissertation proposal approved by October 1.

Year 5

PLAN A:

1. Full-time Clinical Internship.
2. Complete dissertation by end of Year 5.

PLAN B:

1. Clinical Science Colloquia (Psy 239: Fall and Spring semesters).
2. Individual Research (Psy 299: Fall and Spring semesters).
3. Additional Course Work (breadth requirements, other electives).
4. Research and Program Tasks:
5. Obtain approval of dissertation proposal by October 1.
    a. Apply for Clinical Internship and complete the internship in Year 6.
    b. Complete dissertation prior to beginning Internship if possible.

Documentation

During their tenure in the Clinical Science Program, students must keep detailed "portfolios" of training experiences relevant to program requirements. Each portfolio activity (e.g., courses, workshops, readings) needs to be fully-documented and described, along with the hours involved. The portfolio will be updated yearly and evaluated by the student's research advisor. Electronic copies of all portfolio inclusions and approvals must be given to Johanna for entry into students' permanent files. New procedures being developed will help students maintain these portfolios.

At the conclusion of each academic year, students must complete a progress report on academic achievement during the preceding year, and submit a current CV and copies of all course syllabi.

CAMPUS EDUCATIONAL RESOURCES

The Psychology Clinic

A core learning resource for students is the Psychology Clinic. Staffed by graduate students under the supervision of the Clinical Science Program Faculty and Clinical Supervisors, it provides a setting for (a) learning clinical assessment, prevention, and intervention skills and (b) research.

The Psychology Clinic offers individual, couple, child, and family therapy to the Bay Area community. A range of psychological testing services is also offered, including adult, child/adolescent, and neuropsychological assessments. The Psychology Clinic also serves as a community resource for referrals and for brief consultation.

In the Psychology Clinic, students are on the "front lines" right from the start of client contact. They participate in such activities as taking initial information on the telephone, making case dispositions, and providing referrals. Graduate student therapists receive intensive supervision from the Clinical Science Program Faculty and/or Clinical Supervisors.

Currently housed entirely or partly in the Psychology Clinic are the research projects of the Clinical Science Program Faculty and many of the Clinical Science Program graduate students.

The Center for Assessment at the Berkeley Psychology Clinic

As new research increases our understanding of how and when mental illnesses develop, and as new treatments become available, assessment is becoming increasingly important for early detection of problems and for treatment selection. Assessments are becoming increasingly important in determining eligibility for a range of educational and community services (e.g., special education, accommodations for disability), in evaluating cognitive functioning (e.g., neuropsychological screening for dementia and brain injury), and in determining which services are reimbursed. In addition, assessment has emerged as a cost-effective short-term therapeutic intervention in its own right.

The Clinical Science Program recently established the Center for Assessment at the Berkeley Psychology Clinic. The Center for Assessment is staffed by a team of experienced assessors and supervisors who are devoted to this effort. This enables the Psychology Clinic to provide high quality assessment services to the East Bay community. A full range of assessment services is offered with accommodations made for lower income clients. The Center for Assessment is also able to provide expedited services when rapid turnaround is required. The Center for Assessment is headed by Dr. Sheri L. Johnson (Director of the Clinical Science Program) and Dr. Nancy Liu (Director of the Psychology Clinic)

Clinical Science Program Test Library

The Psychology Clinic and Center for Assessment maintains a Test Library, which consists of materials for psychological assessment. Part-time volunteer librarians staff the Test Library.

The Institute of Human Development (IHD)

The Institute of Human Development (IHD) houses a pioneering 70-year longitudinal study of cognitive and personality development in children and adults and is located on the first floor of Tolman Hall. Newer projects, some of them longitudinal, focus on a range of topics in both normal development and psychopathology, including: infant locomotion and cognitive development, parenting styles in childhood and adolescence, the development of understanding of self and others, language learning in deaf and hearing children, the learning of mathematics, contextual analyses of children's health, children's adaptation to school, children with ADHD, and children with autism. A concern with cultural and contextual factors in development includes cross-national and cross-ethnic studies, and studies of children and adolescents in families, schools, and neighborhoods. The Institute has close connections with the Child Study Center, a preschool serving a diverse range of families and children. IHD has also mounted a consultation program to staff and parents of all nine childcare centers on the Berkeley campus. The IHD colloquium series takes an interdisciplinary approach to understanding the meaning of development, and the factors responsible for both adaptation and dysfunction in individuals, dyads, and families.

The Institute of Personality and Social Research (IPSR)

The Institute of Personality and Social research (IPSR) is a worldwide center of research on personality and social processes. IPSR (then called IPAR--the Institute of Personality Assessment and Research) was founded in 1949 with the goal of applying personality assessment to the study of fundamental theoretical and substantive issues in psychology and human behavior. In 1992, the Institute expanded to include the study of social processes, a natural extension given that individual differences are primarily expressed in and gain meaning from social contexts. IPSR currently has active programs of research, scholarship, and training in five

areas: (a) Personality (personality assessment in human and infrahuman species, personality development, implications of personality for performance and creativity); (b) Emotion and Affect (emotional expression and physiology, emotion in social contexts, measurement of emotion); (c) Culture (cultural influences on fundamental psychological processes of cognition, emotion, and personality); (d) Health (stress, symptoms, and disease, coping with chronic illness, health systems); and (e) Social Processes (intimate relationships, organizational behavior, environmental psychology, political psychology). In each area, emphasis is given to studying phenomena at multiple levels of analysis, including the biological, the individual, and the contextual.

IPSR is located on the fourth floor of Tolman Hall on the Berkeley campus. Within the Institute there is office space for faculty members, postdoctoral fellows, graduate students, staff, and short-term and long-term sabbatical visitors. There are meeting rooms for small and large groups as well as fully equipped colloquium and conference facilities. Research resources include a library, an archive room, small and large group testing rooms, a video coding facility, a video recording and editing studio, and a computing center. IPSR houses a number of archival data sets concerned with the assessment and development of personality that have been collected over the past half century. IPSR sponsors a weekly colloquium series and a number of conferences and special events during the year that are open to the Berkeley community.

University Computer Services

Berkeley's Information Services and Technology offers a wide range of user services including Unix and other mainframe systems, electronic mail, databases, local network services, Internet services, computer clusters, consultation, statistical packages for data analysis, and extensive user software (http://www.ist.berkeley.edu).

Department Computer Facilities

The Department maintains a computer lab (Room B6) for teaching and research purposes. The lab is used by students in Psy 101 (Research and Data Analysis in Psychology) and Psy 205AB (Data Analysis). The Department's Computer Consultant can schedule the computers for general use at other times. (http://facility.berkeley.edu/labs/tmf.html)

Berkeley Software Central

Software downloads for UC Berkeley faculty, staff, and students, including email client software, other Internet applications, security applications such as firewall and antivirus, and other utilities. **(**https://ist.berkeley.edu/services/cts/software-central)

Free Statistical Consulting

The Department of Statistics operates a free consulting service for members of the campus community. Advanced graduate students, under faculty supervision, consult by appointment in the fall and spring semesters. The consulting service is not available during the summer. Campus researchers — faculty, visiting scholars, staff, and students — are welcome to use the service for statistical advice at any stage of their research, but it is best to come early so that the consultants can be helpful at the design stage. Some problems may be outside our scope; if so, the service will not extend beyond an initial consultation.

This service is associated with the course Statistics 272, which may be taken for credit. If you are not a graduate student in the statistics department, you need to get permission of the instructor to take the course. (http://statistics.berkeley.edu/consulting)

Clinical Science Program Computer Facilities in the Korchin Library

Computers and a laser printer, including wireless printing and internet access, are available in the Korchin Library. The computers are outfitted with word processing, graphics, testing, and statistical software. The Korchin Library is exclusively for Clinical Science Program student use and is equipped with work tables and workstations.

University Libraries

The University library system, including its affiliation with the Stanford University Library and other campuses of the University of California system, is a rich scholarly resource. The library catalog, along with a large number of bibliographic databases and journals, is available online.

There are a number of branch libraries on campus, including the Education-Psychology Library, which is located in Tolman Hall. The Education-Psychology Library provides a valuable and convenient resource, housing an excellent selection of psychology books and journals. Most journals are also available online. The library website has excellent tips on how to login from off campus.

Other Resources

D-Lab (http://dlab.berkeley.edu) and BIDS (http://bids.berkeley.edu). The D-Lab has lots of workshops on various aspects of working with data, and BIDS has talk series on topics related to big data as well as other events.

For learning about human genetics and associations with psychological traits a workshop run by the CU Boulder institute for behavior genetics that happens the first week of March. Here's a link to last year's
program: https://ibg.colorado.edu/dokuwiki/doku.php?id=workshop:2016:announcement

ABCT has a lot of great workshops for learning about empirically-supported treatments. At least in the past, hose who volunteered to help with the local arrangements can sometimes earn a free workshop attendance.

For those of you looking ahead to internship, ABCT compiles an internship event each year, and they also keep a list of handy information on their website here:
http://www.abct.org/Resources/?m=mResources&fa=Intership

The Society of Pediatric Psychology also provides a "parade of internship" event and some resources:
http://www.societyofpediatricpsychology.org/node/123

And SSCP has lots of good resources on their website, but particularly helpful, they keep a spreadsheet of internships that you can sort by lots of different fields:

http://www.sscpweb.org/internship

Don't forget that there is a growing set of resources available online for learning! One class that is taught by highly respected experts on the basics of fMRI is available here:
Principles of fMRI 1: https://www.coursera.org/learn/functional-mri/

Cal runs an emergency loan program that you can use if your paychecks are delayed.
http://studentcentral.berkeley.edu/eloan

CLINICAL SCIENCE PROGRAM FACULTY

The Clinical Science Program Faculty members serve as primary research advisors, clinical supervisors, and graduate course instructors. Additional information on the research interests of the core Clinical Science Program Faculty is available on the Web at http://psychology.berkeley.edu/faculty/faculty_cl.html Click on each faculty member's name for additional information about current research and links to laboratory websites.

Sheri L. Johnson, Ph.D. — **Professor**
Director, Clinical Science Program
Director of Clinical Training

Basic and treatment research on bipolar disorder and emotion-related impulsivity. Triggers of mania, with a focus on the reward system.

Aaron Fisher, Ph.D. — **Assistant Professor**

Person-specific methodologies; formulation of personalized interventions; psychotherapy; psychophysiology of anxiety disorders; psychopathology and cardiovascular disease.

Allison G. Harvey, Ph.D. — **Professor**

Adult psychopathology, especially sleep disorders. Cognitive processes of thought (worry/rumination). Attention, memory and reasoning; comorbidity; transdiagnostic approaches; cognitive therapy; interactions between cognitive, emotional and biological processes and adult psychopathology.

Stephen P. Hinshaw, Ph.D. — **Professor**

Childhood behavior disorders, developmental psychopathology. Attention deficits and hyperactivity; aggressive behavior, peer relations, family interactions, and neuropsychological risk factors; psychosocial and pharmacological interventions for children with ADHD; process and outcome research in child interventions; assessment, diagnosis, and classification of child disorders; definitions of mental disorder; stigma associated with mental disorder.

Ann M. Kring, Ph.D. **Professor**

Psychopathology: Emotional features of schizophrenia, assessment and psychosocial treatment of negative symptoms in schizophrenia, the linkage between emotion and other cognitive and social deficits in schizophrenia. Emotion: Individual differences in emotional expression, gender and emotion, the relationship between social context, personality, and emotion.

Robert W. Levenson, Ph.D. **Professor**
Clinical Science Program and Psychology Clinic

Emotion. Autonomic nervous system and facial expressive components, cultural influences, empathy, emotional control, emotional changes with aging, dementing disorders, and brain pathology. Marital interaction across the life span: emotional and physiological signs and predictors of marital distress.

Qing Zhou, Ph.D. **Associate Professor**

Developmental psychopathology, with an emphasis on the roles of temperament, emotion-related processing, and family socialization in the development of child and adolescent psychopathology and competence; cultural influences on socio-emotional development.

CLINICAL SCIENCE PROGRAM EMERITI

Philip A. Cowan, Ph.D. **Professor Emeritus and Professor of the Graduate School**

Emphasis on families, couples, parenting, and children's development. Couple, family, and child therapy; with Carolyn P. Cowan, currently involved in preventive intervention projects designed to strengthen couple relationships and parenting effectiveness during the couples' transition to parenthood, during the first child's transition to elementary school, and now during the adolescents' transition to high school. Currently involved in considerations of how social science research in applied and misapplied in discussions of family policy.

Rhona S. Weinstein, Ph.D. **Professor Emerita and Professor of the Graduate School**

Community psychology (children, schools, and community settings). Classroom/school processes and the development of competence; expectations about ability and self-fulfilling prophecies; social cognition and achievement motivation; school reform and the prevention of school failure; consultation, institutional change, and policy.

Carolyn Pape Cowan, Ph.D. **Adjunct Professor Emerita**

Research and clinical work with couples making the transition to parenthood, and children making the transition to elementary and high school. Focus on couple relationships during adult life transitions, marital distress, parenting issues and supporting fathers' involvement.

Laura B. Mason, Ph.D. **Clinical Professor of Psychology, Emerita**
(Private Practice, Berkeley)

OTHER PSYCHOLOGY DEPARTMENT FACULTY PARTICIPATING IN THE CLINICAL PROGRAM

The Clinical Science Program is closely integrated with other areas of the Psychology Department. In addition to working with the Core Clinical Science Program Faculty, graduate students in the Clinical Science Program can enroll in courses and may become involved with the research of faculty from other areas of the Department. Lonnie R. Snowden is Affiliated Professor from the School of Social Welfare on the U.C. Berkeley Campus, and Ricardo Muñoz is an Affiliated Professor from the Psychiatry Department on the U.C. San Francisco campus.

TEACHING FACULTY AND CLINICAL SUPERVISORS

Nancy Liu, Ph.D.	**Director, Psychology Clinic** **Assistant Clinical Professor** **University of California, Berkeley**
Jonathan Barkin, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Partner: San Francisco Bay Area Center for Cognitive Therapy)
Esther Brass, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** Private Practice, Albany)
Michael Cole, Ph.D.	**Assistant Adjunct Professor** **Assistant Clinical Professor** **University of California, Berkeley** Research Scientist and Clinical Neuropsychologist, VA Northern California; Associate Clinical Professor, Department of Neurology, UC Davis; Director, Pacific Neurohealth
Joan Davidson, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Director of Clinical Services, San Francisco Bay Area Center for Cognitive Therapy, Oakland)
Barbara Easterlin	**Assistant Clinical Professor** **University of California, Berkeley** (Volunteer Faculty/Assistant Clinical Professor, Department of Child and Adolescent Services LPPI, UCSF; Private Practice, Corte Madera)
Rochelle I. Frank, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Assistant Clinical Professor, Department of Psychiatry, UCSF School of Medicine; Clinical Supervisor, Wright Institute; Clinical Psychologist, Gateway Psychiatric Services, San Francisco; Adjunct Professor of Clinical Psychology, Argosy University, San Francisco Bay Area Campus;

	Private Practice, San Francisco and Oakland)
Carina Grandison, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Professor at UCSF, Private Practice)
Jan Gregory, Ph.D.	**Associate Clinical Professor** **University of California, Berkeley** (Assistant Clinical Professor, University of California, San Francisco, Medical Center; Supervisor, McAuley Neuropsychiatric Institute, San Francisco; Private Practice, San Francisco)
Paul Guillory, Ph.D.	**Associate Clinical Professor** **University of California, Berkeley** (Private Practice, Oakland)
Janie J. Hong, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Partner: San Francisco Bay Area Center for Cognitive Therapy)
Caroline Johnson, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Private Practice, Berkeley) Center, Oakland; Private Practice, Oakland)
Lynn Martin, RN, MS, CS, NP, PMH	**Assistant Clinical Professor** **University of California, Berkeley** (Private Practice, Orinda)
David D. O'Grady, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Private Practice, Walnut Creek)
Daniela Owen, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Partner, San Francisco Bay Area Center for Cognitive Therapy ; Private Practice, San Francisco)
Elizabeth Owens	**Assistant Clinical Professor** **University of California, Berkeley** (Research Psychologist and Specialist, Institute of Human Development, University of California, Berkeley)
Auran Piatigorsky, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Outpatient Dialectical & Cogntive Behavioral Clinic UCSF)

Jacqueline B. Persons, Ph.D.	**Clinical Professor** **University of California, Berkeley** (Director, San Francisco Bay Area Center for Cognitive Therapy; Associate Clinical Professor, Department of Psychiatry, University of California, San Francisco)
Cynthia Peterson, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Private Practice, Berkeley)
Deborah Raphael, L.C.S.W.	**Associate Clinical Professor** **University of California, Berkeley** (Private Practice, Kensington)
Diane Santas, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Staff Supervisor, Clearwater Counseling and Assessment Services, Oakland; Member, Institute for Psychoanalytic Studies, San Francisco; Private Practice, Oakland)
Joana Self, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Private practice)
Esme Shaller, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Assistant Clinical Professor and Staff Psychologist, Young Adult and Family Center, Langley Porter Psychiatric Hospital and Clinics, UCSF
Alan D. Shonkoff, Ph.D.	**Associate Clinical Professor** **University of California, Berkeley** (Consulting Neuropsychologist, Children's Hospital, Oakland; Private Practice, Berkeley)
Alan Siegel, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Private Practice, Berkeley and San Francisco; Adjunct Faculty, Alliant University, Alameda)
Bruce L. Smith, Ph.D.	**Associate Clinical Professor** **University of California, Berkeley** (Assistant Clinical Professor, University of California, San Francisco; Adjunct Faculty, Alliant University, Alameda; Private Practice, Berkeley)
Rita Smith, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley**

	(Psychologist at Kaiser Permanente)
Nadine M. Tang, L.C.S.W.	**Associate Clinical Professor** **University of California, Berkeley** (Psychotherapist, Counseling and Psychological Services, Mills College, Oakland; Supervising Faculty, Psychiatry Clinic, University of California, San Francisco; Private Practice, Berkeley)
Michael Tompkins, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Director of Training, San Francisco Bay Area Center for Cognitive Therapy, Oakland)
Robyn Walser, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Associate Director for the National Center for PTSD, Dissemination and Training Division of the VA Palo Alto Health Care System)
Daniel Weiner, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Instructor, University of California, Berkeley Extension; Clinical Partner, San Francisco Bay Area Center for Cognitive Therapy, Oakland)
Joan Wenters, Ph.D.	**Associate Clinical Professor** **University of California, Berkeley** (Psychologist, Child Development Center, Children's Hospital, Oakland; Private Practice, Albany and Central Contra Costa County)
Daniel B. Wile, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Private Practice, Oakland)
Susana Winkel, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Private Practice, San Francisco; Faculty, Wright Institute, Berkeley; California Pacific Medical Center)
Sharon Witkin, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Private Practice, Oakland; Executive and Clinical Director at Clearwater Counseling and Assessment Services, Oakland)
Robin Yeganeh, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Founder and Director: Cognitive Behavior Therapy and Mindfulness Center, San Ramon)

Christine Zalecki, Ph.D.	**Assessment Supervisor** **University of California, Berkeley** (Project Director, Integrated Multi-Setting Psychosocial Treatment for ADHD-Inattentive Type, UCSF and Institute of Human Development, UC Berkeley; Private Practice, Corte Madera)

CLINICAL SCIENCE PROGRAM STAFF

Elodie Steffen	**Coordinator: Academic Program, Psychology Clinic and Center for Assessment** esteffen@berkeley.edu
Jamie Villegas-Reyola	**Administrative Assistant** **Program, Psychology Clinic and Center for Assessment** jvillegasreyola@berkeley.edu
Bryant Miranda	**Test Librarian** bomiranda@berkeley.edu

Useful Links

Graduate Program in Psychology: http://psychology.berkeley.edu/graduate-program
Psychology Department Graduate Advisor: John Schindel < jschindel@berkeley.edu >

Graduate Division Home Page: http://grad.berkeley.edu/index.shtml
Information for incoming students:
http://www.grad.berkeley.edu/new_students/index.shtml
Information for current students: http://registrar.berkeley.edu/
Graduate Policies and Procedures: http://www.grad.berkeley.edu/policies/index.shtml

Registrar: http://registrar.berkeley.edu/

Graduate Student Minority Project: https://ga.berkeley.edu/project/gmsp/

Gender Resources on Campus: http://ejce.berkeley.edu/geneq/resources/lgbtq-resources/transgender#2

University/Student Counseling Center: https://uhs.berkeley.edu/counseling

Graduate Student Instructor (GSI) Resource Center: http://gsi.berkeley.edu/

Disabled Students' Program: http://dsp.berkeley.edu/resources

National Resources

American Psychological Association student page: http://www.apa.org/about/students.aspx

American Psychological Association Insurance Trust:
http://www.apait.org/apait/products/studentliability/

Association for Psychological Science:
http://www.psychologicalscience.org/index.php/members/apssc

Society for a Science of Clinical Psychology
http://www.sscpweb.org/

Grants and Fellowships:

American Psychological Association (APA) Scholarships, Grants and Awards:
http://www.apa.org/about/awards/index.aspx

National Institute of Mental health (NIMH): http://www.nimh.nih.gov/funding/training/funding-opportunities-for-predoctoral-fellows.shtml

National Science Foundation (NSF): http://www.nsf.gov/funding/education.jsp?fund_type=2