DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF CALIFORNIA, BERKELEY

THE DOCTORAL PROGRAM IN CLINICAL SCIENCE
(for Students in the APA-accredited program)

2022 - 2023

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

The Clinical Science Program at the University of California, Berkeley is currently accredited by both the Psychological Clinical Science Accreditation System (PCSAS) and the American Psychological Association (APA). As of August 1, 2020, new graduate students are admitted into our PCSAS-accredited clinical science program. Students who were admitted before 2020 will complete their education in our APA-accredited clinical science program—but this program will be phased out and is no longer available for new admittees.

PCSAS was created to promote 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 clinical science programs accredited by PCSAS (for additional information on PCSAS accreditation: https://www.pcsas.org/)**.**

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 aspirational goal, 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--have created an increasing need for training clinical psychologists who have even 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 to diverse populations; and 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 inconsistent with this approach to training.
In 2020, we requested and received the status "**accredited, inactive"** from APA. This means that we retain our APA accredited status for students who were admitted into our APA program (2019 and earlier; the "accredited" part) but that we no longer admit new students into the APA program (i.e., the "inactive" part). Once all students admitted to the APA program receive their degree, we plan to discontinue our APA accreditation. We will continue to maintain our PCSAS accreditation.

Applicants to our program may have concerns about the implications of these changes for professional training, licensure, and employment. 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 and the Center for Assessment, which play a central role in providing clinical training for our students, house numerous clinical research projects, and provide high-quality, evidence-based clinical services to the Berkeley community. Further, our graduates will still be eligible for professional licensure in states that recognize PCSAS and/or do not require APA accreditation (e.g., California, New York, Illinois, Delaware, Missouri, and New Mexico, and under consideration in a number of other states) after meeting other state-specific requirements.

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. (Note that the UCSF internship, a two-year 20-hour per week internship, is an alternative to the full-time one-year internship). 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" (Psych 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 Psych 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 (Psych 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. Psych 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: Psych 205 & 206 but, in consultation with their advisor, may choose to take courses taught in other departments to fulfill the statistics requirement. Psych 205 and Psych 206 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 (Psych 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 (Psych 299) with a faculty member.

Clinical Science Program Requirements

Note. Although not a requirement, students are encouraged to take Jackie Person's course, Psych 234D, on psychotherapy when it is available. It will not be offered every year.

6. History, Systems, and Diversity in Psychology (1 unit)

History, Systems, and Diversity in Psychology (Psych 232) is required of all students. The overall goal of the course is to enhance your critical thinking and your knowledge of the historical views in clinical psychology. It can be waived if a history and systems course was taken before starting graduate school, by review of the professor. It will be offered only once every several years.

7. 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 (Psych 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, 3:305:00. 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.

8. Proseminar: Clinical Psychology (3 units)

The Proseminar in Clinical Psychology (Psych 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.

9. Introduction to Clinical Methods (1 unit)

In the Spring semester of Year 1, students enroll in Intervention: Introduction to Clinical Methods (Psych 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.

10. 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.

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

The two-semester Clinical Assessment course (Psych 233A: Adult--3 units; Psych 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. Psych 233A & B are taught alternately each spring. All students are required to take either 233AAdult Assessment or 233B-Child Assessment. Students may be encouraged to take both Adult and Child, but it is not required.

12. 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 (Psych 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 (Psych 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 purchase a 1 million/3 million Student Liability Insurance. Students apply for this insurance through the APAIT Trust or through

American Professional (http://www.apait.org/apait/ or before beginning work in the clinic and renew it annually. Note that if you switch companies during your career, be careful to verify that you have "tail" coverage for your cases.

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 Claire for further instructions.

13. 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 clienttherapist confidentiality, documentation.) (Psych 237E) Students are required to enroll in this course each semester in Years 2 and 3.

14. 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.

15. 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 training and 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 breadth requirements. 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 (DSK)

History and Systems:
_____ graduate course
_____undergraduate course

DSK - Breadth Courses

Required: Attach course syllabi (APA format) and supplemental materials from other activities that you are listing in support of each breadth requirement, i.e. reading lists, GRE scores, transcripts from other schools, papers you wrote showing mastery in this domain, GSI ratings from one semester showing you did well in teaching this content, list of colloquia and/or lectures attended.

	Foundational (select 1 from this column for each row)				Graduate (select 1 from this column for each row)	
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.

Final Mentor Approval: :_____ Date _____

** I confirm that the student has an adequate knowledge for each portfolio I have assessed, and I have discussed their knowledge for any domains that were not formally evaluated through their course work.*

DCT Approval: _____ Date _____

Please review this document on a yearly basis with your mentor.

(The DCT will be reporting gaps in your completion in October of the year you are applying for internship).

16. 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.

17. Diversity and Ethnic Minority Issues

The discussion of diversity and ethnic minority issues takes place in most Clinical Science Program courses and is a focus in the History, Systems, and Diversity course. 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. Public health also offers courses that are highly relevant to this topic.

18. 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 three 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 Claire at cbakersmith@berkeley.edu; the due date will be set by the prosem instructor, but final versions are typically due by February 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. Students are encouraged to meet with clinical science faculty individually to gain feedback about their proposal.

Note: The summary must be three pages total, no cover page, no appendices or attachments. 11 point font and .5 inch margins are acceptable, and references can appear on a fourth 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 Claire 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/academic-progress/forms/. 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 online at: http://grad.berkeley.edu/academic-progress/forms/. The application for the MA must be submitted to the Graduate Division by the respective semester **deadlines.**

Completed Master's theses must be filed no later than the respective deadlines in December, May, or August.

Because many internship sites require applicants to have a M.A. degree when applying for internship, for students who were admitted into the program without a masters' degree, it is strongly recommended that they complete the M.A. requirements and file a M.A. degree before applying for internships.

Note: Copies of all official forms must be supplied to Claire, 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 Claire, cbakermsith@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.

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.*

As required by the Graduate Division, the three written products of the Qualifying Examination should cover three subject areas related to the student's major field of study. 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 online application at least three weeks prior to the proposed date for the examination.*http://grad.berkeley.edu/academic-progress/forms/

6. The Advancement to Candidacy online application must be filed with the Graduate Division no later than the semester following completion of the exam.
   http://grad.berkeley.edu/academic-progress/forms/

7. Dissertation

A thesis advisory committee consisting of three faculty members (the faculty advisor plus two additional academic senate faculty members, one of whom must be faculty in the Psychology Department) must approve the dissertation proposal. Students are welcome to have additional members on the thesis advisory committee, but it is not mandatory. It is important to informally engage and seek feedback from potential committee members early in the development of your

dissertation research. Working with your committee is a tremendous opportunity to learn and consider a range of perspectives and approaches. This will greatly strengthen your research and provide an opportunity to get to know other faculty. After the proposal is approved, the threeperson committee guides the work on the dissertation and is responsible for accepting the final dissertation.

Dissertation plans should normally be completed and approved ideally during Year 4 or in Year 5 at the latest, with the dissertation completed during Year 5 or in Year 6 at the latest. 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.

The dissertation is typically set out like a paper to be submitted to a top peer-reviewed journal in your field. However, the introduction should be longer than a typical paper and should include theoretical depth and clearly explain the novelty, importance, and potential impact of your work. The discussion might be longer than a typical paper as well, and you might include additional tables and figures that wouldn't make it into the paper you submit to a journal. If there are coding manuals or other study specific materials, like novel questionnaires, etc, it is appropriate to include those materials as an Appendix.

For students in the Clinical Science Program, the doctoral degree cannot be awarded until *after* BOTH the successful completion of the internship AND the completion of a dissertation. Doctoral degrees are conferred three times 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. The clinical science graduate advisor can advise students about the appropriate procedures. An electronic copy of your dissertation must be forwarded to the advisor as soon as it is submitted to Graduate Division. UC has also developed a policy that students can withdraw during the time they are on internship to avoid paying tuition. Again, check with the graduate advisor.

8. Year-Long Clinical Internship

   A year-long, full-time internship (or the UCSF equivalent 20-hour per week two year 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 and highly competitive nature 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. The dissertation proposal must be approved before students can apply for internship or register for APPIC. Ideally, students will have completed the dissertation before the internship begins.

As students approach the milestone of internship application, the Clinical Science faculty discuss and evaluate the student's fit for clinical internship. These discussions take into account the observations and feedback from multiple faculty members (e.g., the student's research mentor, faculty members who have supervised the student in clinical work and teaching, faculty instructors of graduate courses, as well as faculty members who have served on the student's thesis or qualifying exam committees). This information forms the basis of the internship verification form that the faculty complete as part of the internship application process. This form includes questions beyond knowledge and skills for clinical work, including domains such as the student's emotion awareness, ethical conduct, professionalism, judgement, capacity to participate in supervision constructively, and ability to modify behavior in response to feedback. Performance across the entire period of graduate school is considered.

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. For more Internship Guidelines: https://psychology.berkeley.edu/sites/default/files/preparing_for_internship_041420.pdf

We highly advise that you begin logging your practicum hours during Year 1 and continuing each and every semester that you are in the program. Past students have found that the commercial online application Time2Track (time2track.com, which can be purchased with a yearly fee) a useful tool to keep track of clinical hours and practicum experiences. Starting in 2020-2021, all APPIC applicants must enter their psychology training experiences and practicum hours in Time2Track to complete their APPIC Application for Psychology Internships (AAPI) application. For additional information, please visit:
https://help.liaisonedu.com/Time2Track_Help_Center/Trainee/AAPI_Psychology_Training_Experiences/01_Quick_Start_Guide#Reviewing_Your_Summary_of_Practicum_Experiences

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.

Additional Clinical Work

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. Participating in an externship during Year 3 can be approved on a case by case basis as long as it is fairly time limited and does not interfere with the required Specialty Clinic. Many students seek an off-site externship as a way of broadening their exposure to additional clinical populations, problems, and settings. Externships typically involve 10 hours or fewer per week. However, participating in externships that entail 11-20 hours per week in Year 4 or 5 can be approved on a case by case basis. Participation in an externship requires that the student be in good standing in the graduate program and making good progress in their research (e.g., publications, conference presentations). All externships must be approved by the Clinical Science Program Director and faculty mentor prior to a student's accepting an externship *(Please contact the Program Administrator for the appropriate required approval forms and Memorandum of Understanding prior to agreeing to an externship.)*

<u>Externship</u>

I. Externship Types:
   a. Summer to Spring (12 months)
   b. Fall to Spring (9 months)

II. Externship Timelines:
   c. Monday, February 14, 2023 *(Valentine's Day):* Let Nancy know you are interested in an externship
   d. Wednesday, March 22, 2023 *(Wednesday before Spring Break):* Turn in all materials

III. Externship Checklist:

1. Apply to Site

- *Cover Letter*

  Introduction and opportunity to describe your interest in, and fit with, a particular site.

- *CV*
  - Identifying information
  - Education ○ Training ○ Clinical experiences; practicum; psychotherapy experiences ○ Supervision experience ○ Research experience ○ Publications, grants, professional presentations
  - Teaching experience ○ University and professional service ○ Related work experience
  - Volunteer activities ○ Awards/honors
  - Professional members, leadership positions held

- *Interview, Research Project, Other*
  - Optional & site-dependent

2. Wednesday, March 22, 2023: Submit completed MOU to clairef@berkeley.edu

- Electronic copy of MOU with all signatures
- Primary supervisor name / email address
- Delegated supervisor name / email address
- Description of activities & hours
- Program Director approval & signature

4. Externship supervisor and supervisee evaluations: Qualtrics Surveys

As a part of our program's procedures to monitor the quality of training, we collect externship evaluations from both supervisors and supervisees. The evaluations will be collected at the end of fall and spring semesters (for year-long externships) or at the end of summer (for summer externships).

Claire will first send Supervisee Evaluation Qualtrics Form to students. Students/supervisees will be asked to list their externship supervisor(s) and their email addresses on the Qualtrics form. After students completed the Supervisee Evaluation, we will then request evaluations from supervisor(s) listed on students' Qualtrics forms. Please be thoughtful when selecting supervisor(s) to fill out your evaluation because past students often found supervisor evaluations useful for their internship applications.

5. Externship Evaluation Due Dates

- December 16, 2026 (*last day of Fall Semester*): Fall Eval Due
- May 12, 2023 (*last day of Spring Semester*): Spring Eval Due
- August 11, 2023 (*last day of Summer Semester*): Summer Eval Due

EXTERNSHIP MOU

TRAINEE:

Name: _____

Address: _____

Phone: _____

EXTERNSHIP SITE:

Name: _____

Address: _____

Phone #: _____

PRIMARY SUPERVISOR:

Name and Degree: _____
Board of Psychology License #:_____

DELEGATED SUPERVISOR *(if applicable)* **:**

Name and Degree: _____
Board Type:_____ License #:_____

STUDENT LIABILITY INSURANCE:

Student Liability Insurance Renewed? (Required) ☐ **YES**
Renew at: http://www.apait.org/apait/. (Please make sure Cindi has a copy of your policy on file)

Dates of Coverage: _____ (MM/DD/YYYY) *through* _____ (MM/DD/YYYY)

DESCRIPTION OF EXTERNSHIP:

Type of setting: _____

Population(s) served: _____

Inclusive Dates: _____

Stipend:
☐ Stipend amount: _____
☐ There is no stipend

TRAINING ACTIVITIES AND HOURS PER WEEK (approximations):

Total hours per week: _____The UC Berkeley expectation is that trainees will spend a maximum of 10 hours per week in external practica. Larger commitments will be reviewed by parties noted below.

Please estimate the number of hours involved in the following training activities:

DIRECT SERVICES
- ☐ Intake
- ☐ Individual &/or family therapy
- ☐ Group therapy
- ☐ Psych testing or intake assessment
- ☐ Case management

SUPERVISION
- ☐ Individual supervision
- ☐ Group supervision

TRAINING
- ☐ Training Seminars
- ☐ Case Conferences
- ☐ Staff Meetings
- ☐ Monthly Grand Rounds

INDIRECT SERVICES
- ☐ Administrative/paperwork
- ☐ Scoring/report writing

OTHER: _____

SUPERVISION STANDARDS:

The following five standards are used to ensure the expertise and quality in supervision and clinical training. The first four standards below demonstrate a clinical science approach, which emphasizes the use of a coherent, evidence-based theoretical framework to guide inquiry at all levels, including clinical decision making with cases, supervision practices used with students, and self or independent review exercises to gather improvement data.

I. Scientific approach to clinical work. Supervisors will demonstrate evidence of a clinical science approach to supervision and practice, which prioritizes decision-making that involves hypothesis testing and confirmation or disconfirmation through a review of relevant evidence (e.g., referencing the literature appropriately to conceptualize and guide case formulation; using case outcome data to guide planning and adaptation of practice; individualized tailoring as necessary).

II. Experience and expertise in evidence-based treatment & assessment. Supervisors will have experience and expertise in one or more evidence-based treatment models or assessment approaches. Expertise may be demonstrated in a variety of ways including the following:
- Publication of scholarly articles, case reviews, or similar contributions to the field
- Invited or peer-reviewed presentations related to the area of practice
- Teaching of relevant coursework or clinical workshops
- Board certification
- Employment in organizations where the practice of clinical science is highly encouraged (e.g., academic medical centers, VA hospitals)
- Leadership roles in relevant professional organizations

III. Participation in quality review procedures. Supervisors will be committed to participation in quality review procedures:
- Expectations for amount and type of supervision provided on a weekly or by-case basis (dependent upon type of case supervised and training level of supervisee. APA general recommendations are for one hour per week of supervision.
- Supervision will include direct observation (i.e., live or video) at least once per externship, thorough and timely review of notes and reports, and review of routine outcome monitoring measures.

- Supervisees will rate supervisors annually, and data will be reviewed by the Clinic Director and Training Director. Supervisors must maintain an average score at or above the midpoint of each dimension of the student annual evaluation of the supervisor.

IV. Legal & ethical standards in California.
- All Supervisors must be licensed and meet the standards to practice and supervise in California.
- Supervisors must possess a doctoral degree in the field of clinical, counseling, or educational psychology, psychiatry, or a relevant degree in a related behavioral health field (e.g., social work). If the latter, additional supervision will be provided to the student by a doctoral level psychologist.
- Supervisors will have training or experience in supervision practice.
  - Supervisors will meet California Board of Psychology requirements of completing 6 CEs in supervision every 2 years.
- Legal and ethical practice and supervision, following APA ethical guidelines and meeting California supervisor requirements. For example, supervisors will ensure that their expertise is appropriate to the cases being supervised.

V. Availability. Supervisors must be available to meet with students for 90% of weekly supervision sessions. Face-to-face supervision should occur for 90% of supervision.

The trainee and the agency staff will abide by APA General Principles and Ethical Standards, and by California Board of Psychology laws and regulations pertaining to the practice of psychology. The externship agency and staff agree to provide training and supervision as indicated above.

SIGNATURES:

Trainee:	_____ (signature)	_____ (print name)	_____ (date)
Site Primary Supervisor:	_____ (signature)	_____ (print name)	_____ (date)
Site Secondary Supervisor: *If applicable*	_____ (signature)	_____ (print name)	_____ (date)
Site Training Director:	_____ (signature)	_____ (print name)	_____ (date)
Research Mentor, University of California, Berkeley	_____ (signature)	_____ (print name)	_____ (date)
Director, Psychology Clinic, University of California, Berkeley	_____ (signature)	_____ (print name)	_____ (date)
Director of Clinical Training, Clinical Science Program, University of California, Berkeley	_____ (signature)	_____ (print name)	_____ (date)

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 if such opportunities are available. 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 year in our in-house clinic. 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 (Psych 230: Fall semester).
2. Clinical Assessment: Theory, Application and Practicum (Psych 233A/B: Spring semester).
3. Statistics (Fall and/or Spring semesters).
4. Research Methods (Psych 235-Clinical Research Methods, or Psych 250D Personality Measurement).
5. Individual Research (Psych 299: Fall and Spring semesters).
6. Clinical Science Colloquia (Psych 239: Fall and Spring semesters).
7. Introduction to the Profession of Psychology (Psych 292: Fall semester).
8. Teaching Psychology (Psych 375: Fall or Spring semester).
9. Intervention: Introduction to Clinical Methods (Psych 237H: Spring).
10. History, systems, and diversity [take when it is offered]
11. Additional Course Work (if available, Persons psychotherapy class is highly recommended, breadth requirements, other electives).
12. 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 (Psych 233A/B: Spring semester).
2. Specialty Clinic (Psych 236: Fall and Spring semesters).
3. Professional Development in Clinical Psychology (Psych 237E): Fall and Spring semesters).
   4. Intervention: Specialty Clinic supervision (Psych 237G)
5. Conduct Assessment in Psychology Clinic.
6. Seminar on Professional Development (Psych 293: Spring semester).
7. Clinical Science Colloquia (Psych 239: Fall and Spring semesters).
8. Individual Research (Psych 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 (Psych 236: Fall and Spring semesters).
2. Professional Development in Clinical Psychology (Psych 237E): Fall and Spring semesters).
   3. Intervention: Specialty Clinic supervision (Psych 237G)
4. Conduct Assessment in Psychology Clinic.
5. Clinical Science Colloquia (Psych 239: Fall and Spring semesters).
6. Individual Research (Psych 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 (Psych 239: Fall and Spring semesters).
2. Individual Research (Psych 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 (Psych 239: Fall and Spring semesters).
2. Individual Research (Psych 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 Claire 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. It is highly recommended that you take that opportunity to upload your syllabi and other accomplishments into the ASPBB licensing board credentials bank at the same time, as assembling those materials now will greatly facilitate meeting licensing requirements.

New Guidelines for Clinical Science Ph.D. students regarding
DISSERTATION FILING AND INTERNSHIP STATUS
(Effective for cohorts starting internship in Summer 2022 and later)

September 16, 2021

What Are the New Guidelines and To Whom Do These Guidelines Apply?

These guidelines apply to students in the Clinical Science Program who will start internships in Summer 2022 or later (including future years):

1. Although students are still encouraged to complete their dissertation project in advance of leaving for internship, students SHOULD NOT FILE the dissertation paperwork until they finish internship training. Therefore, all CS students (regardless of whether they go on 1year full-time internship or 2-year half-time internship) should file their dissertation paperwork during the Summer semester of the internship end year. For example, for a student who is doing a 1-year full-time internship, if this student's internship ends in JuneAugust 2023, the student should register and enroll in 1 unit of a Summer 23 session and file the dissertation during that session. Regardless of which summer session (A, B, C, …) the student enrolls, the student's expected graduation term is Su 23, and the Ph.D. degree conferral date is the last day when all summer sessions end (around August 14).

2. For students who go on 1-year full time internship:

    1) Students must fill out withdrawal paperwork in advance of leaving for internship. This paperwork can be found here. Students should fill out the top ½ of page 1, sign it, and get the signature from their dissertation chair. Students submit the form to Julie and Claire. Students should understand that, with the exception of the procedure for re-enrollment, the leave is analogous to a withdrawal as defined at http://grad.berkeley.edu/policy/registration-and- exchange-programs-policy/#d18withdrawal, with loss of benefits and privileges that accrue only to enrolled students (e.g., software licenses obtained through UC Berkeley)
    2) Ensure that before they leave, their EGT is accurately reflected, and if not get that updated;
    3) (For students who go on internship outside California) Upon return, submit residency information (***More details on residency procedures will be provided later, as we are still working with the Residency office on this);
    4) In order to file dissertation paperwork during the summer semester of the student's internship end year, students will need to enroll by paying the $900 (current amount) one-unit summer registration fee.

3. For students who go on 2-year half-time UCSF-UC Berkeley Clinical Psychology Internship:

1) Students need to remain enrolled full-time (12 units) at UC-Berkeley during the fall and spring semesters of internship years: Fall Y1, Spring Y1, Fall Y2, Spring Y2;
2) Students will file dissertation paperwork in Summer Y2. As long as students have not been on filing fee status previously, they can go on filing fee status in Summer Y2 and file the dissertation paperwork (without the need to register for the one-unit summer credit). Thus, instead of paying the $900 (current amount) one-unit summer registration fee, these students pay the filing fee status charge of $282.
3) If the filing fee status was previously used by the student, in order to file dissertation paperwork during the summer semester of the student's internship end year, students will need to enroll by paying the $900 (current amount) one-unit summer registration fee.

Why Are These Changes Made?

The short answer is the change is being made to maintain compliance with UC systemwide policy of filing the dissertation at the culmination of the academic program.

The longer answer is that a Fall 2018 change made to the filing process, ultimately shifting it to a student initiated electronic process, necessitates this change in order for students to have their internship counted as part of their completed academic record. Basically, the dissertation filing triggers completion of a student's record in the system. Students who file in advance of completing the internship were in essence, at least in the system, exiting the program without having fulfilled all milestones which include the internship. To go back and "re-open" a student's record to record the internship milestone and officially graduate, it has required the extensive assistance of multiple staff across multiple university offices (including Grad Division, Registrar's Office, Psychology Student Service Office, ….). This back and forth between multiple offices created tremendous workload for staff and resulted in the CS program being flagged by Grad Division and campus administrators. Thus, the CS program is required to revise its graduation procedures.

Please know the CS program and Psychology Department have strongly advocated on behalf of students to minimize financial impact, and the resulting new protocols are the most beneficial terms we were able to negotiate. For example, Grad Div reps suggested our program should follow UCLA's model in which students are enrolled In-Absentia during the duration of the internship and then enroll for the term in which they will file. We have instead arranged for students to file for an Internship Leave (a sort of withdrawal that requires $0 fees) and then register and file in the summer at the close of internship in order to save students upwards of $12,000 for the year of internship and subsequent filing term.

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.

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 librarian(s) staff the Test Library (pending budgetary approval).

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 third floor of Berkeley Way West. Newer projects, some of them longitudinal, focus on a range of topics in both typical development and psychopathology. 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. IHD is located on Floor 3 of Berkeley Way West.

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 third floor of Berkeley Way West 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).

Berkeley Software Central

Software downloads (e.g., Microsoft office, Adobe) for UC Berkeley faculty, staff, and student can be found here.

Statistical Consulting

Consulting is available for free from the Statistics Department:
https://statistics.berkeley.edu/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)

Another useful resource for statistics consulting is the D-Lab. https://dlab.berkeley.edu/

D-Lab offers several free workshops and trainings (for example, the R-boot camp is very helpful), and students can sign up for individual consulting appointments or attend drop-in hours as well.

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. http://www.lib.berkeley.edu/.

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. See here: https://www.colorado.edu/ibg/workshop

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. See here: www.abct.org.

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

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 mentors, clinical supervisors, and graduate course instructors. Additional information on the research interests of the core Clinical Science Program Faculty is available here.

Ann M. Kring, Ph.D. Professor & Director of Clinical Training

Emotional features of schizophrenia and the linkage between emotion and social deficits in schizophrenia. Influences on brain health throughout development, including early life and prenatal development.

Aaron Fisher, Ph.D. Associate Professor

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

Allison G. Harvey, Ph.D. Professor

Adults and adolescents; sleep and circadian problems and mental illness; comorbidity and complexity; transdiagnostic approaches; treatment development; behavior change; cognitive behavior therapy; community mental health; dissemination and implementation science.

Stephen P. Hinshaw, Ph.D. Distinguished Professor

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; stigma associated with mental disorder.

Sheri L. Johnson, Ph.D. Distinguished Professor

Basic and treatment research on emotion-related impulsivity.

Keanan J. Joyner, Ph.D. Assistant Professor

Research on alcohol/substance use disorders and externalizing psychopathology; electroencephalogram (EEG)/event-related potentials (ERPs); psychophysiology; ecological momentary assessment (EMA); behavioral genetics; quantitative methods.

Qing Zhou, Ph.D. 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.

Robert W. Levenson, Ph.D. **Professor Emeritus and Professor of the Graduate School**

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.

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)

TEACHING FACULTY AND CLINICAL SUPERVISORS

Nancy Liu, Ph.D.	**Director, Psychology Clinic** **Associate Clinical Professor** **University of California, Berkeley**
Catherine Anicama, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Psychologist at West Coast Children's Clinic, Oakland)
Ashley Maliken Andrews, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Psychologist with the UCSF Young Adult and Family Center)
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 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, San Francisco Bay Area Center for Cognitive Therapy, Oakland)
Rochelle I. Frank, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Assistant Clinical Professor, UCSF Dept of Psychiatry; Clinical Supervisor, Wright Institute; Clinical Psychologist, Gateway Psychiatric Services, San Francisco; Adjunct Professor of Clinical Psychology, Argosy University, SF 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)
Maya Guendelman, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Private Practice, Berkeley)
Paul Guillory, Ph.D.	**Associate Clinical Professor** **University of California, Berkeley** (Private Practice, Oakland)
William McMullen, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Director of Neuropsychology at California Pacific Medical Center, San Francisco; Clinical Neuropsychologist Private Practice, San Francisco)
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** (Assistant Director, San Francisco Bay Area Center for Cognitive Therapy; Private Practice, San Francisco)
Diana Partovi, Psy.D.,	**Assistant Clinical Professor** **University of California, Berkeley** (Clinical Neuropsychologist at the VA Northern California Health Care System, Martinez, CA; Private Practice)
Jacqueline B. Persons, Ph.D.	**Clinical Professor** **University of California, Berkeley** (Director, Oakland Cognitive Behavior Therapy Center)
Cynthia Peterson, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Private Practice, Berkeley)
Auran Piatigorsky, Ph.D.	**Assistant Clinical Professor**

University of California, Berkeley
(Private Practice, Berkeley)

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)

Esme Shaller, Ph.D.

Health Sciences Clinical Professor
Department of Psychiatry and Behavioral Sciences, University of California, San Francisco
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

Gary Shaller, Ph.D.

Assistant Clinical Professor
University of California, Berkeley
(Clinical Psychologist (Adult Team) at the Kaiser Permanente Medical Center in Richmond, CA)

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.

Associate Clinical Professor
University of California, Berkeley
(Private Practice, Berkeley and San Francisco; Adjunct Faculty, Alliant University, Alameda)

Rita Smith, Ph.D.

Assistant Clinical Professor
University of California, Berkeley
(Psychologist at Kaiser Permanente)

Barbara Stuart, Ph.D.

Assistant Clinical Professor
University of California, Berkeley
Clinical Professor & Vice Chair, Child & Adolescent Psychology
Deputy Director, Division of Infant Child and Adolescent Psychiatry

	Training Director, UCSF Child and Adolescent Services Multicultural Clinical Training Program, UCSF
Jocelyn Sze, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Private Practice, Oakland)
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)
Monique Thompson, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Partner: San Francisco Bay Area Center for Cognitive Therapy)
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; Private Practice Oakland)
Robin Yeganeh, Ph.D.	**Assistant Clinical Professor** **University of California, Berkeley** (Founder and Director: Cognitive Behavior Therapy and Mindfulness Center, San Ramon)

CLINICAL SCIENCE PROGRAM STAFF

Claire Flaggs	**Program Administrator and Academic Coordinator** **clairef@berkeley.edu**
Hermela Araya	**Psychology Clinic Administrator** hermela@berkeley.edu

Useful Links

Graduate Program in Psychology: http://psychology.berkeley.edu/graduate-program

Psychology Department Graduate Advisor: Julie Aranda, psychgradadvisor@berkeley.edu
Graduate Division Home Page: http://grad.berkeley.edu/
Information for students: http://www.grad.berkeley.edu/students
Graduate Policies and Procedures: http://www.grad.berkeley.edu/policy

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

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

Gender Resources on Campus: https://cejce.berkeley.edu/geneq

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

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

Disabled Students' Program: https://dsp.berkeley.edu/

National Resources

Psychological Clinical Science Accreditation System (PCSAS): https://www.pcsas.org/

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

American Psychological Association Insurance Trust: https://www.trustinsurance.com/Insurance-Programs/Student-Liability

Association for Psychological Science: http://www.psychologicalscience.org/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) Graduate Research Fellowship Program:
https://beta.nsf.gov/funding/opportunities/nsf-graduate-research-fellowship-program-grfp

Ford Foundation Predoctoral Fellowship:
https://sites.nationalacademies.org/PGA/FordFellowships/PGA_171962

AAUW (American Association of Women in Universities) Fellowship Program:
https://www.aauw.org/resources/programs/fellowships-grants/