

THE DOCTORAL PROGRAM IN CLINICAL SCIENCE

DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF CALIFORNIA, BERKELEY

2023- 2024

This handbook is designed to facilitate your progress through the program. It is a mixture of program goals and principles, official policies, recommendations for making your life easier and more productive, and the accumulated wisdom of your peers and faculty mentors. The handbook supplements other important published material that appears in the Psychology Department [Graduate School Handbook](#), the campus [Guide to Graduate Policy](#), and the Psychology Clinic Manual. In this handbook, we periodically reference relevant portions of these resources; thus, you should become familiar with them to facilitate your progress through the program.

This handbook is considered to be in effect at the time you start the program and will remain applicable throughout your tenure in the program. Any subsequent changes to the program will not affect your academic trajectory unless it is decided to grandparent in specific new policies for all student cohorts.

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. Our membership in the Academy indicates that our program is committed to: (a) using clinical science as the foundation for training in the classroom, laboratory, clinic, and community; and (b) pursuing excellence in our research, assessment, intervention, dissemination, and prevention/consultation activities.

The following excerpt from the Academy's mission statement and the goals and principles in the next section 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.

Goals and Training Principles

The overarching goal of our training is to prepare students for future positions at the forefront of modern clinical psychological science, enabling them to make significant contributions as leaders and innovators in a broad range of careers in which they will (a) conduct and disseminate basic, applied, and translational research on mental illness and well-being; (b) evaluate, deliver, and disseminate existing evidence-based assessments and treatments and develop new assessments and treatments; (c) address the needs of diverse populations and increase the diversity of all aspects of the clinical science enterprise; and (d) reduce the burden of mental illness and related problems in living.

To achieve these goals, our program is designed to foster:

- 1) **Individualized training.** Each student will work with a two-person training committee to devise an individualized clinical science-centered program of training that integrates the student's goals with rigorous "hands-on" research and clinical experience.
- 2) **Direct exposure to clinical phenomena.** Discovery and dissemination in clinical science require direct engagement with clinical phenomena. Thus, students will be engaged in clinical training throughout their tenure in the program. This will include: (a) learning scientific approaches to diagnosis, case formulation, risk assessment, evidence-based treatments, methods of treatment and prevention, consultation with multidisciplinary teams; (b) considering diverse contexts of care delivery; (c) tailoring clinical activities and applying cultural humility to meet the needs of diverse contexts and populations; (d) meeting or surpassing all applicable legal and ethical standards; and (e) providing high-quality foundational training in clinical supervision.
- 3) **Problem-based learning.** Problem-based learning is at the core of our training pedagogy. Thus, there is less emphasis on mastering existing procedures and applying existing solutions and greater emphasis on how to identify problems and design, implement, and evaluate new procedures and solutions. Although students will inevitably focus on a finite set of research and clinical problems during their training, our ultimate goal is for them to be prepared to apply their knowledge and experience to other core and newly emerging clinical and research problems and opportunities in the future.
- 4) **Diversity.** Discovery and application are enhanced in a training context of diversity--of theoretical perspectives; clinical and social problems; and backgrounds of faculty, students, research participants, collaborators, supervisors, and clients.
- 5) **Translational research.** Translational research that applies discoveries from basic research to understand and ameliorate mental health problems is essential to reducing the

staggering burden of mental illness. Translational research requires knowledge of foundational mechanistic processes (e.g., emotion, sleep, intimate relationships, social competence, temperament, reward and threat processing systems, family dynamics, developmental processes, culture), as well as being able to move productively from discovery to application (in assessment, intervention, and prevention) and back to discovery.

6) **Knowledge in emerging fields and methodologies.** Deep knowledge in emerging fields and methodologies relevant to the student’s specific goals is critical. Working closely with their training committee, students will identify areas of knowledge and methodologies in which they will pursue additional coursework, collaborations, and specialized training (e.g., workshops, laboratory rotations, training through other PCSAS programs).

7) **Integration.** Integration of theory, research, and clinical application is sought in all aspects of training regardless of whether it occurs in the classroom, clinic, community, or laboratory. In the Berkeley Clinical Science Program, students are not trained to wear a distinct “clinical hat” in the clinic, a “scientist hat” in the laboratory, and a “scholar hat” in the classroom. Rather, our goal is to wear an integrative “clinical science” hat in all of these settings.

Accreditation and History

The Clinical Science Program at the University of California, Berkeley is currently accredited by both the Psychological Clinical Science Accreditation System (PCSAS). Since 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—we remain accredited, inactive by the American Psychological Association (APA). We will relinquish our APA accreditation once all current students in the APA program complete the degree.

PCSAS was created to promote high-impact 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/>).

History

The Berkeley Clinical Science doctoral program has been continuously accredited by APA since 1948 (for additional information on APA accreditation: <https://www.accreditation.apa.org/>). In 2013, our program also sought and obtained

accreditation by PCSAS. Starting in 2015, the program began transitioning toward being accredited solely by PCSAS. Effective in 2020, our program entered into "Accredited, Inactive" status with APA which means we no longer admit students to the APA program but maintain APA accreditation for students admitted prior to 2020 who wish to complete the APA program. We were re-accredited by PCSAS for 10 years in 2023.

Our program's evolution to sole PCSAS accreditation reflects our assessment of societal needs and our philosophy of training. The staggering personal, familial, social, and economic burdens of mental illness and related problems—and the well-documented difficulty of making progress in reducing these burdens—have created an increasing need for training clinical psychologists with intensive clinical research training, experience working in interdisciplinary research teams, exposure to a broad range of clinical problems, and deep knowledge in emerging fields (e.g., neuroscience and genetics, public policy, dissemination, stigma reduction, and culturally sensitive research and practice). Our program is deeply committed to training clinical scientists prepared to make significant contributions to addressing these needs through the development, evaluation, delivery, and dissemination of new assessments and treatments to diverse populations. Our ultimate goal is to train students who will have the conceptual, methodological, research, and clinical tools enabling them to play significant roles in reducing the burden of mental illness—and improving mental health in diverse segments of society at large.

Our program has great respect for the important role that APA accreditation has played in education and training in what is now termed “health service psychology”. We are also proud of our seven-decade history of APA accreditation. However, as we considered the future of our program, we increasingly found that the principles inherent in PCSAS accreditation were more consistent with our training goals and values than those of APA accreditation. Particularly, for PCSAS: (a) emphasis on full integration of science and application in all aspects of training; (b) greater flexibility to train students to apply and disseminate the best evidence-based approaches to improving mental health, develop new approaches, and to conducting research regarding the causes, consequences, diagnosis, treatment, and prevention of mental illness; and (c) aspirations for students' assuming leadership roles at the forefront of future efforts to increase discovery, translation, and application in clinical science.

Implications for training, employment, and licensure

Students may have concerns about the implications of this change in accreditation for professional training, employment, and licensure. In terms of training, the Berkeley Clinical Science Program remains fully 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 and develop our in-house Psychology Clinic and Center for Assessment. In addition, we will continue our ties with the UCSF-UC Berkeley Schwab Dyslexia and Cognitive Diversity Center. These clinics and

centers play critical roles in providing our students with applied clinical training in intervention, assessment, and consultation; in housing cutting-edge clinical research projects; and in providing high-quality, evidence-based clinical services to diverse Bay Area communities. Of note, PCSAS accreditation now has full parity for the matching service provided by the Association of Psychology Postdoctoral and Internship Centers (APPIC), which is the primary way our students obtain their clinical internship placements. New language in the APA Standards of Accreditation and associated Implementing Regulations enables APA-accredited internships to consider applicants from PCSAS-only programs.

In terms of employment, PCSAS accreditation has full parity for training (e.g., internships, externships) and employment by the U.S. Department of Veterans Affairs, which is the nation's largest employer of psychologists, and the U.S. Public Health Service. For positions at universities, colleges, and medical centers that require graduation from an accredited clinical psychology/Clinical Science Program, PCSAS accreditation is increasingly being recognized as having parity with other accreditors (e.g., APA, the Canadian Psychological Association).

As for licensure, a significant number of our graduates have historically sought professional licensure as a way of facilitating their careers. Graduates from our PCSAS-only program are eligible for licensure in states that recognize PCSAS and/or do not require APA accreditation (as of August 2023: California, New York, Arizona, Illinois, Delaware, Michigan, Missouri, and New Mexico; four other states are pending: Minnesota, Pennsylvania, Texas and Virginia) after meeting other state-specific requirements (e.g., designated coursework). Parity for licensure for PCSAS programs is currently under consideration in a growing number of other states. Please refer to <https://www.pcsas.org/faq/> for updates. It is important to note that almost all states have alternate pathways to licensure that are based on specific coursework and experiences, and these vary greatly from state to state and get revised from time to time. As such, it is not possible to predict the licensing requirements that will be in place by the time you graduate. However, students have the option of completing additional coursework to prepare for licensing in a state of interest. Students may wish to explore the current differences in the licensing requirements between states.

Our program maintains a deep commitment to helping our students obtain the kind of training and employment best suited to their goals and aspirations. Accordingly, the training committees, faculty, staff, and supervisors are all important resources on which our students can draw as they plan their individualized training programs and pursue their ultimate career goals.

The Clinical Science Program

The Berkeley academic year begins in late August and ends in mid-May and is divided into two semesters. Summer is usually a time for research, special studies, and/or for additional clinical experiences. The Psychology Clinic may also offer limited services through the summer, depending on the availability of supervisors and resources. Normally students take 12-15 units of credit each semester, fulfilling the program's course requirements prior to beginning their full time clinical internship, which is required of all students. 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. 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 Clinical Psychology Training Program internship offers a two-year/20-hour per week internship, which is an alternative to the full-time one-year internship. Also, even if the dissertation is completed earlier, students cannot receive their degree until their internship hours are certified.

Research Mentor and Training Committee

Faculty research mentor

The **faculty research mentor** plays a crucial role in a student's training. In Year 1, each student is matched with a primary research mentor, 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 mentor. Beyond research supervision, the mentor works with the student in planning a program that fits the student's interests, while 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), a core Clinical Science Program Faculty member is assigned to advise that student in matters related to clinical training. Over the course of their time in the program, students often work on research with one or more other mentors in or outside the department (e.g., UCSF).

Training Committee

In addition to the faculty research mentor, each student has a **training committee** to help plan and guide the program of training and more formally "take stock" of progress. The training committee is also available as an additional training resource as needed. The training committee consists of two members of the Clinical Science core faculty: the trainee's primary research mentor plus one other Clinical Science faculty member.

The key roles of the training committee are the following: (a) help and guide the student in developing an individualized training plan that includes research training, graduate courses, and clinical training; (b) meet with the student regularly (at least once per year; in the fall, spring or summer) to review student progress in all domains of career development, revising the training plan if needed. Members of the training committee might also serve as readers of the student's second-year/M.A.-level project and/or serve on the student's Ph.D. qualifying exam committee or dissertation committee. The committee is intended to be supportive, not evaluative.

The training committee is **formed at the beginning of the fall semester of the first year**. Students are asked to submit their preferences for the second member of the committee, and the Director of Clinical Training (DCT) will coordinate with faculty members to finalize this assignment. Students and faculty can request changes to the training committee composition as interests and plans change; suggested changes can be submitted to the DCT.

One week **prior to each meeting of the training committee**, the student should submit a CV and complete a brief survey about their goals and progress. **Immediately following the training committee meeting**, the student should submit a memo of the issues discussed.

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 primary research mentor and training committee.

Course, Research, and Clinical Requirements

Departmental Course Requirements

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

All incoming Psychology graduate students 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)

Graduate students in all Department Programs are required to attend the Seminar on Professional Development (Psych 293). The seminar participants select topics at the beginning of the semester, which 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. Students typically take this in the spring of the Year 2 or Year 3.

3. Statistics (6 units required)

Students are required to take two statistics courses while a student is in residence in the program. Students typically take statistics courses taught in Psychology (e.g., Psych 205 & 206) but, in consultation with their mentor, may choose to take courses taught in other departments to fulfill the statistics requirement. Psych 205 is usually taught each year. Psych 206 is usually taught every other year. Students typically take these courses in Year 1 or Year 2 of the program.

4. Teaching of Psychology (2 units)

Students are required to take the Teaching of Psychology seminar (Psych 375) before or concurrent with assuming graduate student instructor (GSI) responsibilities. This course covers a variety of teaching techniques, reviews relevant pedagogical issues, and assists graduate students in mastering their initial teaching experiences. This course is offered yearly in the Fall semester. It is strongly recommended that students take this seminar in the fall of Year 1 or Year 2.

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, typically the faculty mentor.

During semester: Students are advised to fence off protected time to do their individual research. A minimum of 8 hours per week is required during Years 1-4 of the program. During Year 5 of the program, students are advised to be spending a minimum of 18 hours per week on their research.

Outside of semester: These periods of the program are an essential time for students to progress on their research full-time. Here's the reality: spending 8-18 hours per week

year-round will not allow you to make a substantive contribution on your chosen topic of research. Outside of semester is demarcated as the time to plunge into individual research!

Clinical Science Program Course Requirements

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 materials of concern to the field of clinical science. Each student in the program **will ideally give a talk at least once each year at our Research Festival** in the Spring semester. These will not be high-stress events. Rather, they provide an opportunity to practice and develop presentation skills and to get faculty and students to help you as you develop your research program. 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 free for colloquia and any such meetings. No Psychology Clinic appointments are scheduled Tuesdays from 3:30-5:00.

Proseminar Clinical Science (9 units; 3 units per semester)

The Proseminar in Clinical Science (Psych 230A, B, C) is a required three-semester sequence taken by students in Years 1 and 2 of the program. The class meets for 2 hours each week. The course introduces core topics and the conceptual bases of clinical psychological science. The week-by-week emphasis is to truly integrate research and practice. This sequence will also provide a forum for discussing and developing class members' research ideas, both ongoing projects and those in the planning stages.

Introduction to Clinical Methods (1 unit)

In the Fall semester of Year 1, students are required to enroll in Intervention: Introduction to Clinical Methods (Psych 237H). This 1 semester class meets for 2 hours each week. This workshop-style course focuses on an introduction to evidence-based ethical applied clinical science through training in informed consent, clinical interviewing skills, risk assessment, diagnostic interviewing, case formulation, cultural humility, and intervention approaches. This course takes a problem-based learning approach and integrates mock intakes, peer supervision, formative feedback and goal setting, observation and role-plays to enhance skill acquisition.

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

All students are required to take either 233A-Adult Assessment *or* 233B-Child Assessment. These courses emphasize the principles and methods of evidence-based clinical assessment and includes interviewing; intellectual, neuropsychological, socio-emotional, achievement, and personality testing. The courses include both didactic instruction and hands-on assessment experience with clients. Psych 233A & B are taught alternately each spring. Although taking both Adult and Child Assessment is not required there may be advantages to doing so (e.g., preparation for a broader range of internship opportunities **Important:** The assessment class must be completed before students conduct a formal assessment with a client.

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, 3, or 4**)

Students are required to enroll in a Speciality Clinic course and in clinical supervision each semester in Years 2 and 3. This class meets for 2 hours per week. The goals of this class are to: understand legal and ethical codes and gain experience conducting clinical practice ethically; gain competence in conducting psychological interviewing and delivering and evaluating interventions; integrate the empirical literature and scientific understandings of psychopathology into applied clinical work; learn how to utilize supervision and provide supervision to others and learn how to present clinical cases and develop appropriate questions and recommendations for consultation with families, healthcare professionals and others. Along with the Specialty Clinic course, students receive clinical supervision (**Psych 237G, a separate course requiring separate enrollment**).

Professional Development in Clinical Psychology (1 unit per semester; **five semesters are required, beginning in Spring of Year 1 and then in Years 2, 3, or 4.**)

Students are required to enroll in this course each semester in Years 2 and 3. This class meets for one hour per week (plus one hour for individual meetings) to discuss Professional Development in Clinical Science including: supervision, consultation, clinical policies and procedures, ethical standards of clinical care (risk management, risk assessment, informed consent, professional boundaries and behavior, confidentiality and clinical documentation.)

Introduction to Clinical Supervision (PSYCH 237S, 1 Units; Fall semester).

This **optional semester** course is for students who are in Year 2 and beyond. It focuses on introducing the ethical, conceptual, and practical issues related to the practice of

evidence-based supervision with an experiential component supervising a peer. Using a problem-based learning approach, the course has four primary components: review of theoretical models of supervision, overview of empirical literature on effective and ethical supervision (e.g., power differential, role clarity, diversity considerations), direct supervision in methods of supervision (e.g., role plays, formative feedback), and ongoing supervision and discussion surrounding supervision issues.

Electives

Various electives are available. Students should **work with their faculty mentor and their training committee to decide which electives** are appropriate given their career goals and interests.

Fifth year forum

Although any student is welcome to attend, this forum will meet periodically and is specifically for students in their fifth year of the program. The focus is on preparing for their careers at the forefront of clinical science. The forum will include content on various topics including: post-docs, K awards, preparing for the job market, leadership training and grant writing training.

Diversity, Equity, and Inclusion

The discussion of diversity, equity, and inclusion takes place in all Clinical Science courses. Students are encouraged to take additional courses in diversity, equity and inclusion while enrolled in the graduate program. The School of Public Health, also located in Berkeley Way West, also offers courses that are highly relevant to this topic.

Clinical Requirements

Liability Insurance

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 <https://www.trustinsurance.com/Insurance-Programs/StudentLiability> before beginning work in the Psychology 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 insurance coverage for clinical work conducted in the Psychology Clinic. Copies of the policy must be on file in the Clinic Office. Contact the Program Administrator for further instructions.

Background Checks and Mandated Reporter Training

All students who will do clinical work (assessment or intervention) with minors **must complete a background check.**

Consistent with [University policy](#), and as required by [PPSM 21](#) and the California Child Abuse and Neglect Reporting Act ([CANRA](#)) California Penal Code §§ 11164-11174.3, all individuals hired (and volunteers) in positions working directly with minors (persons under the age of 18), are subject to CANRA Mandated Reporting and must clear the background check process prior to commencing employment (like all employees hired into roles requiring criminal background checks). CANRA Mandated Reporters must also be trained on their first day of employment on their Mandated Reporter responsibilities to report known or suspected abuse or neglect of a minor. For clarification purposes “minors” does not include “matriculated minors” unless those students are age 16 years or younger.

You will complete the online CANRA Mandated Reporter training prior to beginning work in the Psychology Clinic.

Clinical Assessments

Students are **required to complete a minimum of 2 assessments** with integrated reports (see below for a definition of integrated reports) between Years 2 and 4 through the Psychology Clinic. Students must complete an assessment class before completing an assessment.

At least 1 assessment should be completed in Year 2 or 3. Completing 2 assessments through the Psychology Clinic is the **minimum requirement** and **might not adequately prepare students for internship training**, as **many internship programs now require applicants to have at least 100 assessment hours** to be considered. Further assessment hours can also be accrued within some research labs. Students wishing to obtain more assessment training experience can take on additional assessment cases in the Psychology Clinic (pending supervisor availability) or seek an off-site externship with clinical assessment component, typically after Year 3.

Note: Per APPIC the **definition of an integrated report** includes an assessment and report that was completed primarily by the student. The definition of an integrated report

is a report that includes a review of history, results of an interview and at least two psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests. An integrated report is NOT a report written from an interview that is only history-taking, a clinical interview, and/or only the completion of behavioral rating forms, where no additional psychological tests are administered.

Intervention

Students will begin working in the Psychology Clinic around October of their first year. They will begin by conducting phone screens and intakes with clients. If available, during the Spring semester of the 1st year, students may take one case.

Over the 2nd, 3rd and 4th years of the program, students will carry a typical caseload of 2 cases and will attend supervision with an assigned supervisor each week. Note that when carrying cases in the Clinic, the Clinic closes for approximately 2 weeks each year over the Winter holiday. Clinicians who wish to take a vacation around that time of year are encouraged to take time off that coincides with the Clinic closures. When the Clinic is open, Clinicians may take no more than one week off. This could be Spring break or a different week, depending upon the Clinician's schedule and what works best for continuity of clinical care.

Logging your clinical hours

We strongly advise that you begin **logging your clinical hours using Time2Track during Year 1** and continuing each and every semester that you are in the program. **The Clinical Science Program will cover the cost of Time2Track.** Contact the Program Administrator for details on signing up.

Completing Supervisor Evaluations

As a part of our program's procedures to monitor the quality of training, we collect supervisor evaluations from both supervisors and supervisees, both in the Psychology Clinic and at Externships (discussed [here](#)). 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). The Program Administrator will send Qualtrics Evaluation Form to students and supervisors. These are due:

December (*last day of Fall Semester*)

May (*last day of Spring Semester*)

August (*last day of Summer Semester*)

Ethics and Professional Issues

Ethics and other professional issues constitute an important part of training in clinical science. These issues are discussed in several contexts including most Clinical Science courses, lab meetings, Individual Supervision, and Clinical Science Program Colloquia. Ethical issues are also discussed during the opening weeks of Psychology 292, a required course for all first-year students. An optional half-day Legal & Ethical Workshop is periodically offered by Clinic Director Nancy Liu.

Other Program Requirements

First Year Research Proposal

During Year 1, students submit a brief proposal (not more than three pages) describing their Masters-level research project for review by the core Clinical Science faculty. Students work closely with their faculty mentor to develop these proposals, and a portion of the course time in the Clinical Science proseminar is devoted to helping students complete them. The completed proposal is to be sent electronically to psychcsprgadmin@berkeley.edu; these are **due no later than February 1 in Year 1**.

If the proposal is not completed by the due date, a student **may petition for an extension** to the DCT. However, a student will not be considered to be in good standing until the proposal is completed.

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.

Masters-Level Research Project

All students must complete a Masters-Level Research project regardless of having received an MA from another institution. This project typically begins in Year 1 of the program; the final version of a paper/thesis based on a research project is to be completed and approved no later than the **last day of Spring Semester of Year 3**. Please consult the academic calendar (<https://registrar.berkeley.edu/calendar/>) or your CalCentral for the specific date.

If the project is not completed by this time, a student may **petition for an extension** to the DCT. 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 mentor and one other faculty member unless the student wishes to receive a Master's degree, in which case the thesis must be approved by the research mentor and two other faculty members.

(Contact the program administrator for the appropriate internal approval form for mentor signature only.)

Additional paperwork is required if the student wishes to apply for a Master's degree. For this application, please see here: <http://grad.berkeley.edu/academic-progress/forms/>. Students planning to file for a Master's degree should consult CalCentral under forms for actual deadline dates. Applications for admission to candidacy are available online in CalCentral (see also here: <http://grad.berkeley.edu/academic-progress/forms/> which will take you to CalCentral. 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**. The department has detailed guidelines on filing the M.A. here: <https://grad.berkeley.edu/academic-progress/thesis/>

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

2nd Year Poster Session and Third Year Talk

All students are expected to present his/her Masters-Level Research Project at a special Department-wide poster session organized in mid-May of Year 2. In addition, Clinical Science 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 the Program Administrator, psychcsprgadmin@berkeley.edu.

Graduate Student Instructor (GSI)

All Psychology graduate students are required to **spend two semesters as a Graduate Student Instructor (GSI)**. 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.

Qualifying Examination

During Year 3, students should select a qualifying examination committee. The committee consists of four members: a chair (this person *cannot* be the student's dissertation chair, per university regulations—no exceptions), and three additional academic senate members (two must be from the Psychology Department, the fourth can be from the Psychology Department or another 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 to NIH.*
- 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, although we encourage publication for appropriate review papers.
- 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 distinct 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.

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**. The oral exam is a forum for committee members to ask the student questions about the three written products and related literature. It is expected that the Qualifying Examination will be completed by the end of Year 3 or **Year 4 at the latest**. 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/>

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/>

Dissertation

A **thesis advisory committee** consisting of three faculty members (the faculty mentor 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 required. 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. After the proposal is approved, the three-person 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 October 1 of the year they wish 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 could 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.

Although students are **strongly encouraged to complete their dissertation project in advance of leaving for internship**, students cannot file the dissertation paperwork until they finish internship training. Therefore, all students (regardless of whether they go on 1-year full time internship or 2-year half-time internship) should file their dissertation paperwork during the Summer of the internship end year. Doctoral degrees are conferred three times a year, in December, May and August. Deadline dates appear on the [Degree Deadlines page](#).

Most often, students receive the degree in August at the end of the internship training year. This is referred to as the “Expected Graduation Date” or EGT in Cal Central. You will want to confirm that this is correct in the section (below your photo) on My Academics in Cal Central. If this date is incorrect, please work with the Psychology Graduate Advisor to get it changed BEFORE you leave for Internship.

You will need to register for 1 unit during any of the summer sessions. In 2023, this cost \$535 for one unit plus a \$419 campus fee.

Note: There are special instructions for submitting the dissertation. The Program Administrator will advise students about the appropriate procedures and fees. See also [here](#).

An electronic copy of your dissertation must be forwarded to the advisor as soon as it is submitted to the Graduate Division.

Clinical Internship

A year-long, full-time internship (or the UCSF Clinical Psychology Training Program equivalent 20-hour per week two-year internship) is required of all students. Students typically submit applications in Year 5 or 6 for internships in Years 6 or 7; some students submit applications in Year 4 for internship in Year 5. Students are required to obtain a nationally accredited internship. 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 thus will only be considered for approval by the Clinical Science faculty under extraordinary circumstances. Resources relating to internship applications can be found here:

<https://berkeley.box.com/s/hl70nrfdz8dnd0t3c4vejg1nfaego4yq>

Students must complete all required coursework prior to beginning the year-long internship. The dissertation proposal must be approved no later than October 1 of the year a student applies for internship or registers for the APPIC MATCH. Ideally, students will have completed the dissertation before the internship begins. Students will withdraw from the program during the internship year. The Program Administrator and Graduate Advisor can provide information and the necessary forms for this.

An informal survey of PCSAS internships indicates that it would be wise for students to try to accrue as close as possible to 100 assessment hours and 500 intervention hours along with 5-7 integrated assessment reports (<https://berkeley.app.box.com/file/826344092167>).

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/internship_guidelines_22-24_edited_5.30.23.pdf

When applying for an 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.). Hence, beginning to log these hours in Year 1 will be very important.

To apply for the internship via APPIC your clinical hours must be in Time2Track. To complete the APPIC Application for Psychology Internships (AAPI) application and additional information, please visit:

https://help.liasonedu.com/Time2Track_Help_Center/Trainee/AAPI_Psychology_Training_Experiences/01_Quick_Start_Guide#Reviewing_Your_Summary_of_Practicum_Experiences

Participating in the Spring Graduation Ceremony

Students will be allowed to walk in the Spring graduation ceremony prior to internship if their dissertation has been approved and the DCT has received the chain of emails indicating that all committee members agree that the dissertation has passed. The degree will NOT be granted, but students can participate in the ceremony if this is easier and financially more feasible rather than returning to campus during the completion of internship.

Additional Research and Clinical Opportunities

Additional Research

Formal and informal research training and experience begin in the first year under the supervision of the student's research mentor and training committee. 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 research mentors and training committee. Research goals can then be set that are most consistent with these plans.

Additional Clinical Work

The bulk of applied clinical training takes place during Years 1 through 4. 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. Specifically, students typically carry no more than 2 cases at a time. There may be circumstances in which carrying 3 cases is possible, but this must first be approved by the Clinic Director, the research mentor, and the DCT. The small caseloads and intensive supervision provide a firm base for developing the concepts and skills necessary for effective intervention.

Students may also elect to participate in additional assessments or a Specialty Clinic in the Psychology Clinic if these are thought to meet professional goals and if such opportunities are available. Should a student, with mentor approval, decide to participate in a 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 Science 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 in a Specialty Clinic that faculty decide is in the best training interests of that student's development. The student will be required to concurrently enroll in and regularly attend Psychology 237E Professional Development in Clinical Science.

Externship Application Process and Details

Students may seek an **off-site externship** as a way of broadening their exposure to additional clinical populations, problems, and settings. 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). Externships are typically undertaken in Years 4 or 5. Participating in an externship during Year 3 can be approved on a case by case basis. These externships typically involve 10 hours or fewer per week. However, participating in an externship that involves 11-20 hours per week can be approved on a case by case basis.

All externships must be approved by the Clinic Director, faculty mentor, and DCT **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.*)

Types: Summer to Spring (12 months); Fall to Spring (9 months); Summer only (3 months)

Dates: **Early January:** review externship sites, including Externship folder on [Box](#)

February 14: Let Nancy know you are interested in an externship;

April 15: Turn in all materials

*NOTE: Some externships may have site-specific deadlines and required materials (e.g., around late February for the SFVA). **Plan accordingly around these deadlines.***

Application

1. *Cover Letter* – Introduction and opportunity to describe your interest in, and fit with, a particular site.
2. *CV* - be sure to include:
 - 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
3. *Interview* - Optional & site-dependent

4. Submit completed MOU by April 15th to psychcsprgadmin@berkeley.edu

Externship MOU: [Academic Year MOU](#)
[Summer MOU](#)

Sample Program

Year 1

1. Individual research (Psych 299: Fall & Spring semesters).
2. Clinical Science Proseminar (Psych 230A, B, or C: Fall & Spring semesters).
3. Clinical Assessment (Psych 233A or B: Spring semester).
4. Statistics (Fall and/or Spring semesters).
5. Clinical Science Colloquia (Psych 239: Fall and Spring semesters).
6. Introduction to the Profession of Psychology (Psych 292: Fall semester).
7. Teaching Psychology (Psych 375: Fall semester).
8. Introduction to Clinical Methods (Psych 237H: Fall semester).
9. Electives.
10. Organize [Training Committee meeting](#)
11. Research Tasks: Present on your “research in progress” at a Clinical Science Colloquium. Plan and prepare three-page proposal of MA-level research project by February 1st

Year 2

1. Individual Research (Psych 299: Fall and Spring semesters).
2. Clinical Science Proseminar (Psych 230A, B, or C: Fall & Spring semesters).
3. Clinical Assessment (Psych 233A or B: Spring semester).
4. Specialty Clinic (Psych 236: Fall & Spring semesters).
5. Professional Development in Clinical Psychology (Psych 237E: Fall & Spring semesters).
6. Conduct Assessment in Psychology Clinic.
7. Seminar on Professional Development (Psych 293: Spring semester).
8. Clinical Science Colloquia (Psych 239: Fall & Spring semesters).
9. Peer Supervision (optional; Psych 298; Spring semester)
10. Electives.
11. Organize [Training Committee meeting](#)
12. Research tasks: Present on your “research in progress” at a Clinical Science Colloquium. Work on Masters-level research.

Year 3

1. Individual Research (Psych 299: Fall & Spring semesters).
2. Specialty Clinic (Psych 236: Fall & Spring semesters).
3. Professional Development (Psych 237E: Fall & Spring semesters).

4. Conduct Assessment in Psychology Clinic.
5. Clinical Science Colloquia (Psych 239: Fall & Spring semesters).
6. Electives.
7. Organize [Training Committee meeting](#)
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 & Spring semesters).
2. Individual Research (Psych 299: Fall & Spring semesters).
3. Electives.
4. *Optional:* Additional clinical work (Externship, Assessment, Specialty Clinic).
5. Organize [Training Committee meeting](#)
6. Research and Program Tasks:
 - a. Complete Qualifying Examination.
 - b. Obtain approval of dissertation proposal.
 - c. Apply for Internship if dissertation proposal approved by October 1.
 - d. Present at a Clinical Science Colloquium.

Year 5

PLAN A:

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

PLAN B:

1. Clinical Science Colloquia (Psych 239: Fall & Spring semesters).
2. Individual Research (Psych 299: Fall & Spring semesters).
3. Electives.
4. *Optional:* Additional clinical work
5. Organize Training Committee meeting
6. Research and Program Tasks:
 - a. Obtain approval of the dissertation proposal by October 1.
 - b. Apply for Internship and complete the internship in Year 6.
 - c. Complete dissertation prior to beginning Internship

Documentation

At least once each academic year, students must complete a progress report on academic achievement during the year, submit a current CV, and meet with their training committee. We strongly advise you to submit copies of all course syllabi so that we may provide them to you in the future should you need them for licensure. Even better, **we encourage you to upload your syllabi and other accomplishments into the ASPBB licensing board credentials bank** (<https://www.asppb.net/page/TheBank>) at the same time, as assembling those materials now will greatly facilitate meeting licensure requirements.

DEPARTMENT RESOURCES

Department of Psychology Graduate Program and Advising

The graduate program handbook and other information about the graduate program in Psychology can be found here: <http://psychology.berkeley.edu/graduate-program>

The Psychology Department Graduate Advisor, Christine Mullarkey, can help with forms, degree questions, department requirements, GSI information, and more. Contact her via email at: psychgradadvisor@berkeley.edu

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 the cognitive, personality, interpersonal, and structural causes, consequences and mechanisms underlying: (1) Inequality and (2) Innovation.

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.

CAMPUS RESOURCES

Software @ Berkeley

Software downloads (e.g., Microsoft office, Adobe, etc) for UC Berkeley faculty, staff, and students can be found [here](#).

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. 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.

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>)

Keanan Joyner created a bcourses site with several statistical resources that can be found here. <https://bcourses.berkeley.edu/courses/1520343>

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 many bibliographic databases and journals, is available online. <http://www.lib.berkeley.edu/>

Mental Health Support

Students may wish to pursue their own psychotherapy during graduate school. Such support is provided free of charge at the [UHS Tang Center](#) . The Tang Center has a full-time referral assistant, and this person can provide referrals that do not include [our own supervisors](#). help In addition, the Clinic Director maintains a list of referrals. Graduate Division also has a site dedicated to graduate student mental health (<https://grad.berkeley.edu/students/graduate-student-mental-health/>).

Financial Support

Cal runs an emergency loan program that you can use if your paychecks are delayed. <https://financialaid.berkeley.edu/types-of-aid-at-berkeley/loans/short-term-emergency-loan/>

The Department of Psychology also has an emergency fund for students. See more here: https://psychology.berkeley.edu/sites/default/files/graduate-program/emergency_fund_for_psychology_0.pdf

Other financial aid and fellowship information can be found here: <https://grad.berkeley.edu/financial/>

Other Graduate Division Resources

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>

The Registrar has information regarding registration of classes: <http://registrar.berkeley.edu/>

Graduate Student Minority Project: <https://ga.berkeley.edu/get-involved/projects/>

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

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

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

OTHER RESOURCES

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, those who volunteered to help with the local arrangements can sometimes earn a free workshop attendance. See here: www.abct.org.

ABCT compiles an **event to help understand the internship process and preparation** 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 for students on their website

<https://societyforscienceofclinicalpsychology.wildapricot.org/page-18231>

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: <https://www.coursera.org/learn/functional-mri/>

National Organizations

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/apscc>

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):
<https://www.nimh.nih.gov/funding/training/funding-opportunities-for-predoctoral-fellows>

National Science Foundation (NSF) Graduate Research Fellowship Program:
<https://beta.nsf.gov/funding/opportunities/nsf-graduate-research-fellowship-program-grfp>

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

Clinical Science Program Core Faculty

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

The linkage between emotion and social deficits in schizophrenia. Influences on brain health throughout 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 Faculty

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.

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.

Laura B. Mason, Ph.D.

Clinical Professor of Psychology, Emerita

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)**

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 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, VA Northern
California Health Care System, Martinez;
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, Langlely 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 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)

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