

**CLINICAL PSYCHOLOGY PROGRAM  
DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF PITTSBURGH**

**CLINICAL PSYCHOLOGY PROGRAM  
STUDENT HANDBOOK  
2024**

The primary goal of the Clinical Psychology Program at the University of Pittsburgh is the training of clinical scientists who can contribute to the understanding and treatment of psychological problems or the association between psychological factors and physical health. The Program's clinical research training focuses on three different but inter-related areas: developmental psychopathology, adult psychopathology, and health psychology. The program adheres to a clinical scientist model of training. To this end, students work closely with their faculty advisor and participate in ongoing, programmatic clinical research. For further general description of the Clinical Psychology Program see: [www.psychology.pitt.edu/clinical-program](http://www.psychology.pitt.edu/clinical-program).

The Clinical Psychology Program is currently and has been continuously accredited by the American Psychological Association since 1948 (American Psychological Association, 750 First St., NE, Washington, DC, 20002, 202-336-5979) / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org) Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation) ) and also is currently and has been accredited by the Psychological Clinical Science Accreditation System (PCSAS) since 2013. The Clinical Psychology Program is a charter member of the Academy of Psychological Clinical Science (APCS), a group of top research-focused clinical science programs.

Program regulations specify a minimum number of required courses, minimum requirements for clinical practica, and minimum research requirements. However, students are expected to be involved in integrated research, clinical activities, and course work throughout their stay on campus. The nature and extent of involvement in each of these activities is determined in consultation with the faculty advisor. Thus, within the constraints of program requirements, students are encouraged to individualize their research and clinical experiences and elective course work to meet their specific career goals.

**In addition to these Clinical Psychology Program requirements, also be certain to consult with the Departmental Graduate Handbook and the handbooks of any other graduate programs of which you are a member, e.g., Developmental Psychology Program, Bio-Health Program, and/or Center for the Neural Basis of Cognition. Note that if cross-training, the Clinical Program is the Administrative Head Program and students should follow its specific requirements.**

### **Overall Training Goals**

**The Clinical Psychology Program endorses a “Clinical Scientist” model and has its primary goal is to train outstanding scientists who will research clinical psychological and health problems and make substantive contributions to their understanding, prevention, and**

**treatment. In addition, students should be trained to become excellent clinical practitioners, employing empirically supported techniques, and university teachers.** Such clinical scientists will most commonly be employed in university departments of psychology, medical school academic departments, or other research institutions. In attempting to reach these goals, the Clinical Psychology Program has organized its training program based on several Objectives and related Competencies.

### **Objectives and Competencies**

In order to reach the overall primary goals of training successful clinical scientists, practitioners, and teachers, the Program has identified a series of general objectives and associated competencies that all students should possess prior to receiving the Ph.D. These objectives are listed below along with a brief rationale for why we believe that they contribute to our primary goals.

**a. A broad base of knowledge of important concepts, theories, methods, and findings from general psychological and relevant biological science.** Scientific advances often come about by applying concepts and methods from one content area to another and it is unfortunately too common for different sub-areas to each “reinvent the wheel”. By aiming for a broad knowledge base of general psychology and related disciplines among students, the Program encourages students to view their particular research specialty within a broader context and to be able to import concepts or methods from other areas, to the betterment of their own area of study.

**b. Knowledge of and ability to use a range of research designs and statistical analytic techniques.** Scientific advances rely on rigorous and innovative research methods and analysis. Students should be able to apply their knowledge of state-of-the-art methods both to evaluate others’ studies, as well as to inform the design of their own research in clinical psychology.

**c. Broad knowledge of important concepts, theories, methods, and findings from the general area of clinical psychology.** Just as psychology itself has by necessity become increasingly specialized, so has the field of clinical psychology. Again, by having students acquire a broad knowledge base about clinical psychology in general, we hope to provide them with an integrative view on their own work that benefits from advances in the variety of clinical psychology’s sub-specialties.

**d. Knowledge of ethical standards and performance of the range of activities listed above in an ethical manner.** Knowledge of ethics and a commitment to ethical behavior are the sine qua non of all the competencies expected of our students.

**e. An in depth knowledge of a specialty area.** Just as a broad background is needed, in depth knowledge of one’s specialty area is also necessary for scientific advances. This knowledge should encompass both academic as well as practical familiarity with the “nuts and bolts” of research and measurement in a particular clinical psychology area.

**f. The ability to design, propose, conduct, analyze and write up an empirical study that is novel and makes a contribution to knowledge.** This skill has obvious importance for a later

scientific career.

**g. The ability to evaluate studies and write critical and integrative reviews of specific research questions in clinical psychology.** As science is cumulative, we aim to train students to be able to critically evaluate previous literature, as well to be able to use it to point to future research questions.

**h. Knowledge of the “infrastructure” of professional science, including: involvement in the publication process (submission and revision), attendance and presentation at national meetings, membership in scientific associations, familiarity with journal review and grant submission processes.** Knowledge and experience with these professional scientific activities should contribute to students’ later careers when these activities become increasingly important.

**i. The ability to organize a body of knowledge, present it in a fashion to maximize student learning, and evaluate student knowledge.** The Program believes that the ability to teach a college course is an integral aspect of a career in science. Teaching deepens one’s perspective on a topic and the practice of organization and public presentation are invaluable general skills.

**j. A critical knowledge of and ability to administer appropriately empirically-supported assessments in a clinical context.** Knowledge of and experience with clinically relevant assessments is the basis of effective clinical treatment. In addition, we consider empirically-supported assessments important in the conduct of research on clinical phenomena. First-hand familiarity with clinical phenomena is crucial in identifying important research questions, conducting research on them, and developing new assessments.

**k. A critical knowledge of and ability to apply appropriately relevant empirically-supported interventions to improve clinical problems.** The ability to evaluate effectiveness and provide clinical treatment is the core of clinical practice. In addition, the Program believes that in depth, first-hand clinical experience with interventions is invaluable in identifying important research questions, conducting research on them, and developing new treatments.

**l. Knowledge about and experience in dealing with individual and cultural diversity and performance of the activities listed above in a manner that respects such differences.** Knowledge of cultural variation is important in both clinical and research areas and respect for differences in others is even more basic.

## CURRICULUM

A list of courses required for all Clinical Psychology Program students appears below:

### **I. Core Requirements (required for Clinical Psychology Program Master's degree)**

Psychology 2005 - Statistical Analysis I (3 credits)

Psychology 2010 - Statistical Analysis II (3 credits)

Psychology 2200 - Research Methods in Clinical Psychology (3 credits)

Psychology 2205 - Psychopathology (3 credits)

Psychology 2230 - Clinical Cognitive Assessment (3 credits)

Psychology 2235 - Clinical Psychopathology Assessment (3 credits)

Psychology 2250 - Psychological Treatments: Systems and Principles (2 credits)

Psychology 2251 - Psychological Treatments: Cognitive and Behavioral Methods (2 credits)

Either:

Psychology 2252 - Psychological Treatments: Behavioral Medicine Interventions (2 credits)

Or

Psychology 2253 - Psychological Treatments: Family and Children (2 credits)

Psychology 2210 - Clinical Program Research Seminar, total 4 credits (Fall & Spring terms of first & second years; 1 credit each)

Psychology 2280, 2281, 2282 - Professional & Ethical Issues, total 3 credits (Spring & Summer terms of first year, and Fall term of second year; 1 credit each)

Psychology 2220 - Clinic Practicum (10 credits required for core course requirement; see below for additional practica requirements)

## II. Discipline Specific Knowledge (DSK)

### Required beginning with Fall 2019 Class

Contact Clinical Program Director if questions.

**N.B. Individual courses may fulfill multiple requirements. Check all requirements. Some DSK courses may also fulfill requirements of other Programs; consult relevant Program Handbooks for details.**

A. FOUNDATIONAL KNOWLEDGE (1 course required from each heading)  
(Submit undergraduate course syllabi and transcript (minimum grade B) to Clinical Program Director for review and approval). **Individual courses may fulfill multiple requirements. Check all requirements.**

1. HISTORY of PSYCHOLOGY
  - a. Approved Prior Undergraduate Course
  - b. Infused across required graduate courses
2. AFFECTIVE ASPECTS
  - a. Approved Prior Undergraduate Course
  - b. PSY 3226: Affective Science
  - c. PSY 2111: Foundations of Social Psychology
3. BIOLOGICAL ASPECTS
  - a. Approved Prior Undergraduate Course
  - b. PSY2475: Behavioral Neuroscience
  - c. Completion of the four courses required by the CNBC.
4. COGNITIVE ASPECTS
  - a. Approved Prior Undergraduate Course
  - b. PSY2410: Foundations of Cognitive Psychology
5. DEVELOPMENTAL ASPECTS
  - a. Approved Prior Undergraduate Course
  - b. PSY 2310: Foundations of Developmental Psychology
6. SOCIAL
  - a. Approved Prior Undergraduate Course
  - b. PSY 2111: Foundations of Social Psychology

B. GRADUATE LEVEL KNOWLEDGE (1 course required from each heading)  
(Graduate level courses in the basic areas; may be specialized)  
(Requires > 30% relevant content and separate evaluation). **Individual courses may fulfill multiple requirements. Check all requirements.**

1. HISTORY of PSYCHOLOGY
  - a. Infused across required graduate courses
  
2. AFFECTIVE ASPECTS
  - a. PSY 3226: Affective Science
  - b. PSY 2111: Foundations of Social Psychology
  - c. Grad course approved by Clinical Psychology Program
  
3. BIOLOGICAL ASPECTS
  - a. PSY2475: Behavioral Neuroscience
  - b. PSY2471: Mapping Human Brain Connectivity
  - c. PSY2520: Psychoneuroimmunology
  - d. PSY2560: Human Cardiovascular Psychophysiology
  - e. PSY3205: Behavior Genetics
  - f. PSY2575: Topics in Psychology: Neuroimaging
  - g. PSY2575: Topics in Psychology: Circadian Rhythms
  - h. PSY2476: Topics in Cognitive Psychology: Cognitive Neuroscience
  - i. PSY2575: Topics in Psychology: Health Neuroscience
  - j. PSY2575: Topics in Psychology: Developmental Neuroscience
  - k. NROSCI 2005: Cognitive Neuroscience
  - l. CMU PSYCH03-763: Systems Neuroscience
  - m. CMU PSYCH03-762: Advanced Cellular Neuroscience
  - n. Grad course approved by Clinical Psychology Program
  
4. COGNITIVE ASPECTS
  - a. PSY2410: Foundations of Cognitive Psychology
  - b. PSY2330: Developmental Psychology: Cognitive Development
  - c. PSY2470: Human Cognition: Skill Acquisition
  - d. PSY2476: Topics in Cognitive Psychology
  - e. PSY2945: Psycholinguistics
  - f. NROSCI 2005: Cognitive Neuroscience
  - g. Grad course approved by Clinical Psychology Program
  
5. DEVELOPMENTAL ASPECTS
  - a. PSY 2310: Foundations of Developmental Psychology
  - b. PSY2315: Developmental Psychology: Infancy
  - c. PSY2325: Developmental Psychology: Social Development
  - d. PSY2330: Developmental Psychology: Cognitive Development
  - e. PSY2245: Developmental Psychopathology
  - f. PSY2376: Topics in Developmental Psychology
  - g. PSY2575: Topics in Psychology: Developmental Neuroscience
  - h. PSY2575: Topics in Psychology: Health and Aging
  - i. PSYED3531: Family Influences on Child Development
  - j. Grad course approved by Clinical Psychology Program

6. SOCIAL ASPECTS
  - a. PSY 2111: Foundations of Social Psychology
  - b. PSY2155: Psychology of Small Groups
  - c. PSY2130: Interpersonal Relations
  - d. PSY2325: Developmental Psychology: Social Development
  - e. PSY2110: Topics in Social Psychology
  - f. Grad course approved by Clinical Psychology Program

C. INTEGRATIVE KNOWLEDGE (1 course required)

1. Integrative Knowledge

(Requires integration of two or more of the above basic areas)

(At least 30% of content is integration with separate evaluation)

**Individual courses may fulfill multiple requirements. Check all requirements.**

- a. PSY2330: Developmental Psychology: Cognitive Development
- b. PSY2325: Developmental Psychology: Social Development
- c. PSY2575: Topics in Psychology: Developmental Neuroscience
- d. PSY2520: Psychoneuroimmunology
- e. PSY2560: Human Cardiovascular Psychophysiology
- f. PSY3205: Behavior Genetics
- g. PSY2575: Topics in Psychology: Circadian Rhythms
- h. PSY2476: Topics in Cognitive Psychology: Cognitive Neuroscience
- i. PSY2575: Topics in Psychology: Health and Aging
- j. NROSCI 2005: Cognitive Neuroscience
- k. Grad course approved by Clinical Psychology Program

**Classes admitted prior to Fall 2019 may fulfill either the following Breadth Requirements or the Discipline Specific Knowledge Requirements above.**

A. Developmental Aspects

Psychology 2245 - Developmental Psychopathology

B. Biological Aspects of Behavior

Psychology 2475 – Behavioral Neuroscience

This requirement may also be fulfilled by successfully completing all of the following four requirements for the certificate from the Center for the Neural Basis of Cognition (CNBC).

Cognitive Neuroscience      NROSCI 2005

Neurophysiology                    NROSCI 2100 or CMU 03-762  
Systems Neuroscience            NROSCI 2102 or CMU 03-763  
Computational Neuroscience    CMU 85-719, CMU 15-883, CMU 36-759, or MATH  
3375

C. Cognitive Aspects of Behavior

Psychology 2410-    Foundations of Cognitive Psychology

D. Social and Affective Aspects of Behavior

Psychology 2110-    Foundations of Social Psychology

### III. Elective Courses

In addition to the Core and Discipline Specific Knowledge (DSK) requirements above, four Elective courses are required. Courses listed under DSK requirements above may fulfill the elective course requirement if they are not used to fulfill the DSK requirements. Electives must be approved by the advisor on the basis of their relevance to the student's educational plan. These electives may be chosen based on individual student's interests or they may be used to satisfy requirements of other Departmental or University Graduate Programs (see below).

Clinical students also seeking to fulfill requirements of the Biological and Health Program should check that Program's Student Handbook for its course requirements.

Clinical students also seeking to fulfill requirements of the Developmental Psychology Program should check that Program's Student Handbook for course requirements. Child Psychopathology PSY3290, Developmental Psychopathology PSY2245, and Psychological Treatments: Family and Children PSY2253 are required for Clinical Program students also completing Developmental Program requirements.

Clinical students also seeking to fulfill requirements of the Center for Neural Basis of Cognition (CNBC) should check its course requirements.

Clinical students also seeking to fulfill requirements of the Quantitative Certificate should check its course requirements.

### IV. Clinical Practica

Students are required to complete a minimum of 6 terms (16 credits) of Clinic Practica (Psychology 2220, in the Clinical Psychology Center), registering for 1 credit during the summer of first year, 3 credits during each of Fall, Spring, and Summer terms of second year, and 3 credits during Fall and Spring terms of the third year. The first 4 terms (10 credits) of



PSY 2220 (during the first and second years) are considered part of the core course requirements for the Master's degree.

Students are required to complete at least one term of Clinical Externship Practicum (Psychology 2220), although two to three different externships (each of 1 or 2 terms duration) are recommended. Externships may not be taken until after completion of the clinic practica (PSY2220) in the Spring term of the third year.

The Directory of Specialty Clinical Externships lists those externships that are currently approved by the Clinical Program. Arrangements with other local specialty clinics may also be made, subject to Program approval. Only externships approved by the Clinical Program may be counted on internship applications. Students must register for Clinical Practicum credit (PSY2220) for any clinical experiences outside of their advisor's research projects.

In addition to the minimum number of terms noted above (6 in the clinic and 1 on externship), students may, with their advisor's approval, register for any combination of clinic and externship practica up to a maximum of 13 terms total (required plus optional) of clinic and externship practica. Students demonstrating satisfactory academic progress may request an exception to this limit from the Program. Because Clinic Assistants are expected to register for clinic practicum during their assistantship, these credits do not count toward their 13 term total.

Exceptions to any of the above require Program approval.

Evaluation of Clinical Skills: Student's clinical skills both in the Psychology Clinic and on Clinical Externships are evaluated every term by their supervisor using the End of Term Evaluation Form, which is reviewed by the Clinic Director to determine practicum grades. A grade of B is the minimum acceptable practicum grade. The Director of the Clinical Program will also review these evaluation forms and incorporate relevant information in the annual student evaluation letters. Clinical performance that is below expectation for year in Program or any ethical violations according to the APA code of ethics or University regulations will be communicated to the Director of the Clinical Program, who will, in coordination with the Psychology Clinic Director and Program faculty, as needed, develop a remediation plan for the student. Clinical performance problems or ethical violations that reach a threshold of severity may furthermore be grounds for immediate temporary or permanent withdrawal from clinical practica or externship or termination from the Clinical Program, to be decided by the Program faculty. Also see the Clinical Psychology Center Handbook and Departmental Handbook for information regarding disciplinary procedures.

## **V. Course Exemptions**

Required courses may be exempted on the basis of prior experience or graduate course work at other institutions. The student should first discuss the request with the faculty advisor. If he or she agrees, the student should present documentation (i.e., transcript and syllabus) to

the Program Director who will make the final determination in consultation with the relevant course instructor.

In special circumstances, students may be permitted to take a Directed Study in lieu of one of the electives. Such a request to the Program Director should be accompanied by a rationale, a plan of study, and a letter from the faculty member with whom the student will be working. Permission is given only when the proposed work is equivalent to a 3 credit seminar and when there is some special circumstance to support the request.

## **VI. Definition of Core Courses**

A subset of the required courses are defined as core course requirements for purposes of the graduate school. Completing these courses is equivalent to the preliminary examination referred to in the Graduate School Catalogue. Students are certified as having met the core course requirements when they have taken all of the basic clinical courses and all of the required statistics and research methods courses (see Section I above). Ordinarily these courses are completed during the first two years. To document completion of this milestone, contact the graduate student administrator regarding a "Report on Examinations for Master's Degree" form.

## **VII. Grades**

- A. B- is accepted as a passing grade in the required statistics courses.
- B. B- is accepted for other required courses taught outside of the Clinical Program (e.g., some DSK courses).
- C. B- is accepted as passing for all elective courses.
- D. B (not a B-) is required as a passing grade for clinical core courses, including practicum.
- E. Students must maintain an overall GPA of at least 3.0.

## **VIII. Advisors and Mentoring Committees**

Incoming students are selected on the basis of academic qualifications and fit between students' and faculty advisors' research interests. In addition to research mentoring, advisors also provide guidance on educational and career plans, as well as approve registration each term. If the advisor is not a core member of the Clinical Program, the student will be assigned a core program faculty member to serve on their 2-person advisory committee.

Occasionally due to diverging interests or stylistic differences, students may wish to change advisors. In such situations, students should first discuss matters with their advisor. If additional consultation is desired, discussions first with the Clinical Program Director and then if needed Departmental Director of Graduate Studies and/or Departmental Chair may also be arranged. It is the student's responsibility to identify a new advisor who is willing to serve in assisting completion of ongoing projects, maintenance of progress on milestones, and funding. If after these discussions, a change of advisor seems advisable, the student

should meet with the Clinical Program Director to request a change, which would then need to be approved by the Program faculty.

In order to provide an added advising perspective, students will also be assigned a mentoring committee, composed of their advisor and a second faculty member, who serves as the chair of the committee. The second committee member is chosen by the Program Director in consultation with the advisor. If the primary advisor is not a core member of the Clinical Program, the second committee member will be a core Clinical faculty member. Change of the second committee member requires Clinical Program approval. Students should arrange for a meeting with their mentoring committee at least once per year in the spring term. The meeting should include discussion of the student's activities during the past year, plans for the coming year, and any advising issues. After the meeting, the second committee member will submit a brief summary of the meeting to the Clinical Program Director, advisor, and student. In addition to these annual meetings, students should feel free to meet with the second committee member as needed.

## **IX. Full-time Study**

Students are admitted to the Clinical Psychology Program with the understanding that they will engage continuously in full-time study toward the Ph.D. The assumption is that such training requires a full-time commitment. For these purposes, full-time study implies until graduation (except during internship): 1) being in residence on campus, 2) registration for appropriate course credits, and 3) employment for a maximum of 20 hrs per week only as a teaching assistant (TA) or teaching fellow (TF) for the Department of Psychology, as a graduate student researcher (GSR), or as a fellow with a University or external scholarship. A minimum of five years of full-time study (including residence on campus) is required. Any other arrangement requires the written approval of the Program. In addition, leaves of absence and parental leaves of absence may also be requested (see Departmental Handbook for details). Employment overloads, in which additional teaching (TA or TF) or research employment exceeds the 20 hrs per week maximum likewise require the approval of the advisor, Program, and Department and in any case cannot exceed a maximum overload of 10 hrs per week.

## **X. Directed Research Requirement**

During every year in residence, students are expected to be involved in their advisor's research program an average of up to 10 hours per week contributing to some aspect of an ongoing lab project. This contribution is separate from time spent on the student's milestone projects. Note that this policy does not apply when student effort falls within the scope of a GSR appointment, in which case up to 20 hours of weekly student effort can be required, without expectation of co-authorship or other non-financial gain.

### **XI. Clinical Program Research Seminar (Proseminar)**

Students are expected to register for and attend the monthly Clinical Psychology Research Seminar series (PSY2210) (Prosem) during both their first and second years. Attendance during later years is encouraged but not required. This seminar series includes research presentations during the Fall and Spring terms by students and faculty from the Clinical Psychology Program, Department of Psychology, and other departments. In order to gain experience with scientific presentations, it is expected that students will present their master's thesis projects as part of the proseminar. This exposure to a range of ongoing clinical research projects is meant to introduce students to faculty and student research projects and to a variety of methodologies. Evaluation in Psychology 2210 (Clinical Program Research Seminar) will depend upon regular attendance and active participation at these program-wide presentations.

### **XII. Professional, & Ethical Issues Course**

Students should register for a total of 3 credits of Professional, and Ethical Issues (PSY 2280,2281, 2282), 1 credit during the Spring and Summer terms of first year and Fall term of second year. Professional, & Ethical Issues incorporates speakers on selected clinical and professional topics, including Ethics and Diversity training. In addition, counseling techniques are introduced and clinic cases are presented.

### **XIII. Capstone Cultural Humility Training and Diversity Clinical Case Presentation**

Beginning with students admitted in the Fall 2021 incoming class, there will be a required capstone clinical case presentation training experience that emphasizes a cultural humility and diversity perspective during the summer of their fourth and fall of their fifth years. For the summer of their fourth year, students will register for Independent Study PSY2990, (1 credit, Director of the Clinic as Instructor) and participate in regular meetings of a student led book club focusing on the cultural humility perspective toward therapy as background for a capstone case presentation emphasizing diversity issues to students and faculty at a monthly externship meeting during the fall of their fifth year. For students admitted prior to 2021, both participation in the book club and case presentation are encouraged but optional.

### **XIV. Departmental Teaching Requirement**

To obtain a Ph.D. in the Department of Psychology all students are required to demonstrate proficiency in teaching. This requirement is fulfilled only by serving as a Teaching Fellow in which the student is the instructor of record for a course and also includes taking a course on teaching (PSY2975). It is very strongly recommended that students fulfill the teaching requirement prior to proposing the dissertation. For details, see the Departmental Student Handbook. Students planning to pursue an academic career in a 4 year college should consider completing the requirements of the teaching certificate.

## **XV. Core Faculty**

Core Program faculty are responsible for administration of the Clinical Psychology Program and may serve as research advisors to Clinical Program Students.

The following are the current Core Faculty Members of the Clinical Psychology Program:

Sophie Choukas-Bradley, Ph.D.

Lauren Hallion, Ph.D.

Thomas Kamarck, Ph.D.

Anna Marsland, Ph.D.

Michael Pogue-Geile, Ph.D.

Kathryn Roecklein, Ph.D.

Michael Sayette, Ph.D.

Daniel Shaw, Ph.D.

Jennifer Silk, Ph.D.

Colin Vize, Ph.D.

In addition to Core Faculty, the Clinical Psychology Program approves select Affiliated Faculty, who may also serve as research advisors to Clinical Program students.

## **XVI. Master's Thesis**

Students are required to complete a Master's Thesis.

Scope: The master's thesis should be an empirical study of potentially publishable quality. The scope of the thesis should take into consideration that it may be a student's first such project and that it should be able to be completed and defended within approximately one year after the proposal has been approved by the committee, barring unforeseen circumstances. The thesis may employ either archival or newly collected data but in either case the student should demonstrate the degree of independence in formulation of questions and conduct of the study that is appropriate to the student's stage of training and that would justify a first-authorship publication.

Committee: The thesis committee is composed of at least three faculty members and is chaired by the student's advisor, who must be a core or affiliated member of the Clinical Psychology Program. At least one member (or the chair) of the thesis committee must be a core faculty member of the Clinical Psychology Program faculty. For the purposes of the master's thesis committee, the following are considered as faculty: tenure stream faculty in psychology, any faculty appointment in a department outside of psychology, or a research associate professor or research full professor in psychology. Exceptions require permission of the Program. Committee members are selected in consultation with the student's advisor based on their expertise in the topic area. The thesis committee membership must be approved by the Clinical Psychology Program.

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Procedure: After identifying potential committee members in consultation with their advisor, the proposed committee membership should be sent to the Clinical Program Director for preliminary review. After this review, the student should ask the proposed committee members if they would be willing to serve and after receiving their agreement, the proposed committee should be sent to the Program Director, who will solicit Clinical Program faculty comment for official Program approval. After receiving approval of the Program, a proposal meeting should then be scheduled. The written proposal, after it has been approved by the student's advisor, should be circulated to the committee members at least one week prior to the proposal meeting. Master's thesis proposal and defense meetings should be held in Sennott Square and are typically scheduled for 2 hours. It is customary for the student to present a brief overview (approximately 15 minutes) of their proposal or defense prior to responding to questions. Following the meeting or the approved revisions, contact the graduate studies administrator to have the Master's Thesis Proposal Form signed by the committee and filed, with a copy to the Clinical Psychology Program secretary. An approved proposal is required before beginning the thesis research.

When the project is completed and the thesis written, the student presents it to the committee at an oral defense meeting. Again, after being approved by the advisor, the thesis should be circulated to committee members at least one week in advance of the defense meeting. Following a successful defense or after successful completion of required revisions, contact the graduate studies administrator to have the Report on Examinations for Masters Defense signed by the committee and filed, with a copy to the Clinical Psychology Program secretary. Students will have two chances to pass the requirement. If the defense is not passed initially, the committee may recommend changes and schedule a second meeting within one month. If the Thesis Committee does not approve the second defense, the Clinical Program faculty will make the final decision, based on the Master's Thesis and other performance, concerning the student's status in the program.

Format: The master's thesis should be in journal article format (APA guidelines). Proposals should be no longer than 25 pages and the final defense document no more than 35 pages (excluding references and tables, 1" margins, 12 pt font, double spaced). Students are encouraged to submit the thesis for publication and presentation at national scientific meetings. The aim is that the final thesis should be able to be submitted for publication with minimal revisions.

Time line: Students should preferably propose the master's thesis by Fall term of the second year and by the Summer term of their second year in the program at the latest. Students should defend their thesis as early as possible (preferably before Fall term of their third year) and by the Summer term of their third year at the latest. **See the Departmental Student Handbook for guidelines and procedures for Timely Progress for Milestones and a chart of Green/Yellow/Red Zone deadline requirements and consequences.**

Note that if cross-training, the Clinical Program is the Administrative Head Program and students should follow its specific milestone requirements.

Students who have completed a thesis at another institution may request exemption from the thesis requirement. Exemptions are granted by the clinical faculty upon determination that the completed thesis is equivalent to our requirements (i.e., a formally prepared document describing an empirical study).

## **XVII. Preliminary Evaluation**

Following successful defense of the Master's Thesis students are not automatically eligible to pursue the Ph.D. degree. Rather, the Clinical Program conducts a formal Preliminary Evaluation of each student after completion of the Master's Thesis in order to determine whether or not the student should be allowed to continue his/her studies toward the Ph.D. Successful completion of earlier requirements does not guarantee that the student will be allowed to continue. Rather, the faculty will also consider other factors (such as overall quality of performance, professional ethics and clinical competence) in making a determination.

The Preliminary Evaluation will be conducted after the successful defense of the Master's Thesis but before the student is permitted to propose the Comprehensive Paper Examination. If the faculty concludes that the student is not eligible for further study, he/she will be terminated from the program. If the decision is positive, the student will be notified and permitted to propose the Comprehensive Paper.

## **XVIII. Comprehensive Paper Examination**

**Prerequisites and Sequence:** As one of the requirements for the Ph.D., all students are required to pass a Comprehensive Paper Examination. The Comprehensive Paper Examination consists of a review paper and an oral defense. To be eligible to write the Comprehensive Paper, students must have completed the clinical program core courses and the Masters thesis. Students cannot form a dissertation committee or apply for internship until the Comprehensive Paper is successfully defended. Exceptions to this sequence must be approved by the Program based on a written petition.

**Scope:** The general aim of the Comprehensive Paper is to have students write a literature review that organizes and evaluates the current scientific literature in an effort to answer a specific question based on their research interests. The review should be focused on an important question with broad implications, critical of the evidence, of publishable quality, and ideally innovative. The paper should also address current theoretical and methodological weaknesses in the area and propose strategies to advance future work. Meta-analytic approaches will often be relevant but are not required. Although it may be useful, consultation with University librarians concerning meta-analytic methods is not required and should be considered carefully in consultation with one's advisor to avoid expanding the scope of the review beyond the requirements of the Comprehensive Paper Examination. There are disciplinary differences in terminology between psychology and library science. Specifically, library science, and some medical specialties, often defines a "systematic review" very rigorously, whereas a Comprehensive paper would be a "literature review or

scoping review” using their terms. Models of such literature reviews include articles published in the *Psychological Bulletin*. As part of the proposal process, students are encouraged in discussion with their advisor, to identify journals that would be suitable to publish the final paper.

**Proposal:** The proposal for the Comprehensive Paper should be developed in consultation with and approved by a student’s faculty advisor. The proposal can be no longer than 8 double-spaced pages including references and should include as part of the text, the central question of the paper, a description of the literatures that will be brought to bear on it, and the rationale for their inclusion. Proposals should also include as accurate an estimate as possible of the number of articles that will need to be screened and the number to be actually included in the review. As a general guideline, the number of articles to be actually included in the review should range from 20 to 200, depending on the topic. Screening and summarization of the articles should plan to take no more than three of the six months permitted, in order to allow sufficient time to evaluate the evidence, draw appropriate inferences, and propose future directions. The proposal should be structured to include text (2-3 pages), an outline (2-3 pages), and a brief, selected reference list (1 page). Proposals over the page limit will be returned to the student.

**Committee:** The Comprehensive Paper committee is composed of at least four faculty members and is chaired by the student’s advisor, who must be a core or affiliated member of the Clinical Psychology Program. At least two members of the Comprehensive Paper committee must be core faculty members of the Clinical Psychology Program. For the purposes of the Comprehensive Paper committee, the following are considered as faculty: tenure stream faculty in psychology, any faculty appointment in a department outside of psychology, or a research associate or research full professor in psychology. One committee member may be a faculty member at another university who could participate in proposal and defense meetings remotely. Exceptions require permission of the Program. Committee membership must be approved by the Clinical Psychology Program.

**Procedure:** After identifying potential committee members in consultation with their advisor, the proposed committee membership should be sent to the Clinical Program Director for preliminary review. After this review, the student should ask the proposed committee members if they would be willing to serve and after receiving their agreement, the proposed committee should be sent to the Program Director, who will solicit Clinical Program faculty comment for official Program approval. After receiving approval of the Program, a proposal meeting should be scheduled as soon as possible. After being approved by the advisor, the written proposal should be circulated to the committee members at least one week prior to the proposal meeting. Comprehensive paper proposal and defense meetings should be held in Sennott Square and are typically scheduled for 2 hours. It is customary for the student to present a brief overview (approximately 15 minutes) of their proposal prior to responding to questions. After the meeting or approved revisions, contact the graduate studies administrator to have the Comprehensive Paper Proposal Form signed by the committee and filed, with a copy to the Clinical Psychology Program secretary.



Following approval by the committee of the proposal, students should work independently on the paper. Discussion with faculty advisors is allowed, but written drafts should **not** be exchanged. Deviations from the original approved proposal based on a more complete literature review are fine but must be discussed with the faculty advisor and perhaps with the committee if major changes are envisioned. Discussion with other students is also allowed, but written drafts should not be circulated. The page limit for the Comprehensive Paper is 40 pages of text (double-spaced, 1 in. margins, 12 pt font), excluding references and tables. The completed Comprehensive Paper must be distributed to all members of the committee at least one week prior to the oral defense.

The oral defense meeting should be attended by all committee members. Based on both the written paper and the oral defense, the Comprehensive Paper committee will decide among three grade options: fail, pass, or pass with honors. Students will have two chances to pass the requirement. If the defense is not passed initially, the committee may recommend changes and schedule a second meeting within one month. After successful completion of the requirement (including any revisions), contact the graduate studies administrator to have the “Report of Examinations for the Doctoral Degree” signed by the committee and filed, with a copy to the Clinical Program secretary. If the Comprehensive committee does not approve the second defense, the Clinical Program faculty will make the final decision, based on the Comprehensive Paper Examination and other performance, concerning the student’s status in the program. Even if the Comprehensive Paper is passed, the Clinical Program faculty may terminate the student from the Program based on other performance.

**Timeline: The Comprehensive Paper proposal meeting must be no more than six months after the defense of the Master’s thesis, thus preferably by the Summer term of the third year and no later than the Summer term of the fourth year. See the Departmental Student Handbook for guidelines and procedures for Timely Progress for Milestones and a chart of Green/Yellow/Red Zone deadline requirements and consequences.**

**At the time of the proposal meeting, a date six months later should be set for a final oral defense of the Comprehensive Paper. The Comprehensive Paper defense meeting is due 6 months after the proposal meeting (or approval of revisions). Thus the defense should occur preferably before the Spring term of the fourth year or at the latest by the Spring term of the fifth year. See the Departmental Student Handbook for guidelines and procedures for Timely Progress for Milestones and a chart of Green/Yellow/Red Zone deadline requirements and consequences.**

Note that if cross-training, the Clinical Program is the Administrative Head Program and students should follow its specific milestone requirements.

## **XIX. Admission to Doctoral Candidacy and Dissertation**

Prerequisites: Upon passing the Comprehensive Paper Examination and with the approval of

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the Clinical Psychology Program, the student may begin their doctoral dissertation. Exceptions to this sequence must be approved by the Program based on a written petition.

Scope: The doctoral dissertation is meant to be a scholarly document reporting on an empirical contribution to the knowledge base in a student's area of expertise. It should be of publishable quality. For the dissertation, students are expected a) to play a significant role in the development of an important question or set of questions in their selected area of research; b) to be actively involved in the process of designing a study, collecting data, and/or developing measurement/analytic procedures to address the question(s). Under most circumstances, data collection will be designed specifically for the dissertation project, but it is understood that time and monetary constraints frequently do not permit students to plan dissertations of a scope that could meaningfully address questions that are at the cutting edge of the student's field of interest. In such cases, use of pre-existing data from large scale or longitudinal studies may be appropriate. When students use data from a pre-existing data set, they are still expected to play an independent role in formulating the questions (e.g., the hypotheses drawn from the advisor's grant application do not constitute an appropriate dissertation topic), and in designing or facilitating new measurement or analytic procedures appropriate to the topic (e.g., the project must involve more than a simple data analysis involving existing variables).

Because candidates for research positions will be evaluated in terms of their projected ability to develop a laboratory and to design new projects, it behooves them to move beyond involvement with pre-existing data sets at some point in their graduate career. Faculty mentors are encouraged to create opportunities for trainees to design and carry out new studies during their graduate training (if not during the dissertation) as well as working with existing data sets. Toward this end, all students are encouraged to develop experience in a) writing grant and IRB proposals, b) collecting data or conducting relevant measurements or assays that reflect the current state of the art, c) developing new measures, and d) involvement in all stages of a project from start to finish if feasible. As part of all research experiences during graduate training, of course, students are also strongly encouraged to present and to publish their work.

Committee: The dissertation committee is composed of at least five faculty members and is chaired by the student's advisor, who must be a core or affiliated member of the Clinical Psychology Program. At least two members of the dissertation committee must be core faculty members of the Clinical Psychology Program faculty. At least three members must have primary appointments in the Department of Psychology and be members of the Graduate Faculty <https://www.gradstudies.pitt.edu/graduate-faculty-dashboard>. At least one member must be a faculty member with a primary appointment outside the Department of Psychology who is a member of the Graduate Faculty. The Graduate Studies Administrator can assist with additional committee requirements from the Dean's office. Committee membership must be approved by the Clinical Psychology Program.

Procedure: After identifying potential committee members in consultation with their advisor, the proposed committee membership should be sent to the Clinical Program Director for

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preliminary review. After this review, the student should ask the proposed committee members if they would be willing to serve and after receiving their agreement, the proposed committee should be sent to the Program Director, who will solicit Clinical Program faculty comment for official Program approval. After receiving approval of the Program, a proposal meeting should be scheduled as soon as possible. Following advisor approval, the written proposal should be circulated to the committee members at least one week prior to the proposal meeting. The dissertation proposal meeting should be held in Sennott Square and is typically scheduled for 2 hours. It is customary for the student to present a brief overview (approximately 15 minutes) of their proposal prior to responding to questions. After final approval of the proposal (including any revisions) contact the graduate studies administrator to have the Application for Admission to Candidacy for Doctoral Degree form signed and filed, with a copy to the Clinical Program secretary. This form must be signed and processed a minimum of eight months prior to the final oral defense. Formal admission to Doctoral candidacy does not actually occur until the student has a successful dissertation proposal meeting and this form is signed and processed. An approved dissertation proposal is required before beginning the dissertation research.

After completion of the data collection, analysis, and write-up, the dissertation must be defended before the committee at an oral examination. Again, after being approved by the advisor, the dissertation should be circulated to committee members at least one week in advance of the defense meeting. The Departmental Graduate Studies Administrator should be notified when a dissertation defense is scheduled so that it may be publicized to the Department and University community. All dissertation defenses should take place in the Martin Colloquium Room in Sennott Square and are typically scheduled for 2 hours. Defenses are public and departmental faculty and students are invited and encouraged to attend. First, following a brief introduction by their advisor (5 minutes), students will make a formal presentation (maximum 30 minutes) of their dissertation aimed at those who have not read the written document followed by a general question period (maximum 10 minutes). Following this, non-committee members will be excused and questions from committee members will be taken. The dissertation may be approved as is or may require revisions and re-evaluation. Re-evaluation may involve review of revisions by committee members via email and/or scheduling a second defense. After approval of the defense (including any revisions), students should contact the graduate studies administrator to have the "Report of Examinations for the Doctoral Degree" form signed by the committee and filed, with a copy to the Clinical Program secretary. If on re-evaluation, the revisions are not approved, the Clinical Program faculty will make the final decision, based on the Dissertation and other performance, concerning the student's status in the program.

**Timeline: The dissertation proposal must be successfully defended by June 1 of the year the student wishes to apply for internship. The dissertation proposal meeting should preferably occur by the Spring term of the fifth year and no later than the Spring term of the sixth year. See the Departmental Student Handbook for guidelines and procedures for Timely Progress for Milestones and a chart of Green/Yellow/Red Zone deadline requirements and consequences.**

**The dissertation should be defended if at all possible prior to departing on internship. The dissertation defense should occur preferably before the Summer term of the sixth year or at the latest by the Summer term of the seventh year. See the Departmental Student Handbook for guidelines and procedures for Timely Progress for Milestones and a chart of Green/Yellow/Red Zone deadline requirements and consequences.**

Exception to these deadlines must be approved by the Clinical Program based on a written request.

## **XX. Internship**

Students are required to complete a one-year clinical internship in an APA-accredited clinical psychology internship program. Formal faculty approval must be secured prior to applying for internship. **In order to apply for internship, the student must have a successful dissertation proposal meeting before June 1 of the year when they are going to apply.** In addition, the student and the faculty advisor must certify to the faculty that the dissertation is feasible and should be defended before the start of the internship to the best of their judgment. All APA-approved internship settings require that students have a letter from the Director of Training certifying that they are eligible to apply for an internship. The goal is that the student should defend their dissertation prior to leaving for internship.

Students are encouraged to discuss possible internship sites with the Director of Training, with their advisor, and with other faculty.

## **XXI. Graduation Procedures**

**It is best to complete the dissertation defense prior to beginning the clinical internship. In this situation, students must be registered for the term (spring or summer prior to internship) in which the defense occurs.** GSRs or Teaching Fellowships cover the cost of tuition for this registration. Students who have successfully defended the dissertation along with all other requirements except the clinical internship prior to the Departmental graduation ceremony in April or May can take part in this ceremony, although they will not officially graduate at this time. Students should contact the Graduate Studies Administrator regarding participating in the Departmental graduation ceremony. Students are not officially graduating in Spring and thus need University approval to walk in the University Spring Graduation Ceremony. Students then should register and apply for graduation for the term in which they complete internship (usually Summer term) (contact the Graduate Studies Administrator for details). Students should apply for the Dean's Tuition Scholarship, which will cover tuition for the summer term registration. Students officially graduating in the Summer Term may apply for and walk in the University's Winter or Spring Graduation Ceremony the following academic year.

**If the dissertation defense occurs during the Fall or Spring terms of the clinical internship year, the University requires that students must register for the term in which the defense occurs. The Dean's Tuition Scholarship is NOT available to cover**

**the tuition expenses for this registration, thus students will be responsible for cost of tuition (about \$1,000 including fees).** Students who have successfully defended the dissertation along with all other requirements except the clinical internship prior to the Departmental graduation ceremony in April or May can take part in this ceremony, although they will not officially graduate at this time. Students should contact the Departmental Graduate Studies Administrator regarding participating in the Departmental graduation ceremony. Students are not officially graduating in Spring and thus need University approval to be permitted to walk in the University Spring Graduation Ceremony. Students then should register and apply for graduation for the term in which they complete internship (usually Summer term) (contact the Graduate Studies Administrator for details). Students should apply for the Dean's Tuition Scholarship, which will cover tuition for the summer term registration. Students officially graduating in the Summer Term may apply for and walk in the University's Winter or Spring Graduation Ceremony the following academic year.

**If the dissertation defense occurs during the Summer term of internship or afterward, the student must register for the term in which the defense occurs, as well as apply for graduation (contact the Departmental Graduate Studies Administrator). Students should apply for a Dean's Tuition Fellowship to cover the tuition expenses for this final registration.** Students who have successfully defended the dissertation along with all other requirements prior to the University graduation ceremonies in the following December or May can take part in these ceremonies and the Departmental Graduation Ceremony in the following April.

Students may not walk in the Departmental ceremony unless they have successfully completed the dissertation defense.

Some clinical internships finish soon after the August deadline for summer graduation. In such cases, the Clinical Program Director may send a memo to the Departmental Graduate Studies Administrator indicating that all Clinical Program requirements have been met, if a letter from the student's internship director has been received stating that the student is in good standing and is on track to finish the internship successfully. In which case, the student may register and graduate in Summer rather than Fall term.

## **XXII. Statute of Limitations**

University policies stipulate that students have a maximum of 10 years from date of entry to complete all requirements for the Ph.D. degree.

## **XXIII. Ethical Standards**

All graduate students in the Department of Psychology are expected to uphold the standards of ethical behavior, academic and research integrity, and professional conduct as instantiated in the published policies of the University of Pittsburgh, the current Ethical Principles of Psychologists, the Code of Conduct and related policies of the American Psychological Association and policies of the federal Office for Human Research Protection.

In cases of suspected infraction of these policies, established university procedures will be followed. See the Departmental Student Handbook, Academic Integrity Violations section for details. Documentation of Clinical students' unethical behavior toward clients may be grounds for institution of a remediation plan, immediate temporary or permanent termination of clinical practica or externships, or immediate termination from the Clinical Program, to be decided by the Program faculty.

#### **XXIV. Student Responsibilities Regarding Online Activities**

Students are encouraged to remain mindful of their behavior and its consequences online, including the use of social networking, blogs, listservs, email, and voicemail. It is likely that undergraduate students, clients, research participants, supervisors, potential internship sites, and future employers may access online information about you. Activities online, including those that you may consider purely personal in nature may unfortunately reflect upon your professional life, the Program, Department, and University. Keep in mind the ideals of the preamble to the APA ethics code in which we aspire to do no harm to our clients, our research participants, or the profession with our actions. With this in mind, students are encouraged to consider the following cautions and suggestions:

1. With social networking sites such as Facebook, utilize privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering "friend" requests and consider the boundary implications.
2. With email, keep in mind that everything you write may exist perpetually or be retrievable, so be thoughtful about what you write. Emails sent via the Pitt email system are considered public records and the property of Pitt.
3. Email "signatures" should be professional and appropriately represent one's status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.
4. Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (teaching, or research). Make sure that such messages reflect a maturity and professionalism that you would want to portray to the public.
5. Online photo and video sharing, including within social networking sites, should be considered very public venues, and use discretion when posting such information.
6. As a student of Pitt, you must be careful in your personal life to make sure your personal communications and postings are not perceived to be associated with the university.

If the Clinical Program becomes aware of online activity that represents a violation of the

APA Code of Ethics, local, state or federal laws, such information will be considered as any other professional or ethical issue and as such may be included in evaluation of student progress and may be grounds for disciplinary action, including dismissal from the program. Be aware that additional University regulations may also apply. Please consult the Clinic Handbook for additional guidelines relevant to clinical activities.

**XXV. Policies Regarding Satisfactory Progress toward the PhD,  
Loss of Funding, and Termination from the Program**

As the highest degree conferred in recognition of academic achievement, a PhD implies specialized expertise, broad related knowledge, and the commitment and ability to carry out independent scholarly inquiry of significant scientific merit. Students who meet expectations for progress toward the degree and growth in achieving these qualities are considered in good standing. Students who are not in good standing may lose funding or be terminated from the graduate program prior to completing PhD requirements at the recommendation of the Clinical Program faculty. A student recommended for termination from the program may appeal the decision of the program faculty to the Graduate Education Council in writing, with supporting materials. Also see the Departmental Student Handbook for information.

*Expectations for Satisfactory Progress and Growth in PhD Level Scholarship*

Students are expected to:

1. Complete course requirements in a timely manner and maintain a minimum 3.0 grade point average.
2. Complete program, department, and Arts & Sciences milestones in a timely manner as specified in this Clinical Student Handbook and the Departmental Student Handbook.
3. Demonstrate the motivation, commitment, and ability to design and carry out research of publishable quality. Intellectual contributions and scholarly abilities of students are expected to increase over time in the program.
4. Demonstrate the motivation, commitment, and ability to identify and articulate significant substantive issues in the field and to think and write integratively, critically, and creatively about them. The level of scholarship is expected to increase over time in the program.
5. Demonstrate the motivation, commitment, and ability to sustain elective, problem-oriented, theoretically-grounded scientific inquiry and to disseminate scholarship effectively in written and oral forms. The quality of the scholarly products, both written and oral, is expected to increase over time in the program.
6. Demonstrate consistently effective assessment and intervention skills with clients, including the knowledge and ability to apply empirically supported techniques to clinical interactions. These skills are expected to improve over time in the program.

Annual written evaluations by the Clinical Program faculty will identify inadequate progress and/or significant weaknesses in meeting these expectations. Clear guidelines for remedying identified problems will be provided in writing and in a timely manner by the Program chair. Guidelines will include both concrete goals or expectations for student performance and a

timeline for achieving them. Failure to comply with these guidelines constitutes grounds for being placed on provisional or probationary status, termination of department funding, or termination from the PhD program. Students' progress will also be evaluated upon completing each major milestone toward the degree.

**Also see the Departmental Student Handbook sections on Satisfactory and Timely Degree Progress, Graduate Student Responsibilities, and Evaluation of Student Progress.**

## **XXVI. Outside Agency Clearances**

The Clinical Psychology Program requires that students complete a criminal background check (PA state police and FBI), an act 33/34 clearance, and perhaps a drug screen in order to be eligible to participate in clinic, externship, and internship training. Additionally, in order to become licensed as a Psychologist, many states may inquire as to whether the applicant has been convicted of a misdemeanor, a felony, or a felonious or illegal act associated with alcohol and/or substance abuse.

Failure to pass such external clearances will interfere with meeting Program requirements, state licensure, and later employment opportunities and may result in termination from the Clinical Program.

## **XXVII. Guidelines Regarding Research Advising**

**See the Departmental Student Handbook, Sections on Faculty Advising Responsibilities and Expectations, Graduate Student Rights, and Raising and Resolving Issues and Concerns**

## **XXVIII. Student Awards**

### **A. Departmental Student Travel Fund**

See the Departmental Student Handbook, section on Student Resources for details of Departmental funds for professional travel.

### **B. E.B. Huey Student Research Grant**

Several grants of up to \$1,000 are given annually to help support Clinical Psychology Program students' research. This grant is supported by a donation from alumnus, Donald Routh, Ph.D., in honor of the first chair of the Department of Psychology, E.B. Huey. Applications are solicited in the Spring term of each year.

### **C. A. David and Grace Lazovik Student Research Grant**

Several grants of \$1,000 are given annually to help support Clinical Psychology students' research. This award was endowed in memory of A. David Lazovik, former member of the



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Clinical Program faculty and chair of the Department of Psychology and Grace Lazovik former Emerita Professor of Psychology, by their family. Applications are solicited in the Fall term of each year.

D. Max and Jennie Bassell Student Award

An award of up to \$750 is given annually to the outstanding student in the class leaving on internship. This award is to recognize excellence in all phases of the Program - research, clinical work, and overall scholarship. The award was endowed by the late Dr. Jack Bassell in memory of his parents.

E. Max & Jennie Bassell Student Publication Award

An award of up to \$100 is given annually to any student who has an approved first author journal publication accepted in that academic year.

F. Max & Jennie Bassell Clinical Excellence Award

An award of \$100 is given annually to a student in the fourth year or above who has demonstrated outstanding clinical skill.

G. Pacoe Award for Peer Supervision

An award given annually to a student who has demonstrated outstanding supervision of student peers. This award is in memory of Larry Pacoe, Ph.D., long term Clinic supervisor and first full time Director of the Psychology Clinic.

**XXIX. Student Funding**

See Departmental Student Handbook, sections on Student Resources, Teaching Requirements, Policies, and Resources, and GSR Requirements and Policies.