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Introduction and Mission

Welcome to Our Department

The mission of the Medical and Clinical Psychology Department is twofold: (1) to train providers and researchers in the practice, science, and dissemination of evidence-based clinical, health, and military psychology to serve the Uniformed Services; and (2) to conduct research, provide education, and consult on behavioral health topics of importance to the Department of Defense and the Nation.

This handbook is designed to provide the program requirements for students entering the program in the fall of 2013. Programmatic changes that may be implemented later will not affect these program requirements. Further program information can be obtained from the Department of Medical and Clinical Psychology website. In addition, matriculated students also have access to an internal website that provides more detailed information regarding such things as practicum placement opportunities and semester course schedules.

Our department currently includes 9 full-time faculty members, more than 40 adjunct faculty members, nearly 60 graduate students and postdoctoral fellows, and a number of support staff. Given the diversity of our students, faculty, and staff, the Department provides a rich environment for discovery of new knowledge and its clinical application to important health and psychological conditions.

The following degrees are offered by the Department of Medical and Clinical Psychology:

I. Ph.D. in Medical Psychology
   This program focuses on biobehavioral research and is open to active duty military and civilians entering military service.

II. Ph.D. in Clinical Psychology (Accredited by the American Psychological Association)
   This program consists of the two tracks described below.

   Track 1 (Military) – Focuses on practice in clinical and operational military settings and training in relevant research. This track is open to active duty military and civilians entering military service.

   Track 2 (Medical) – Combines medical and clinical psychology training with an emphasis on basic and applied research. This track is open to civilian students.
The Department's Clinical Psychology Ph.D. Training Program is fully accredited by the American Psychological Association.

Questions related to the program's accreditation status should be directed to the Commission on Accreditation. Correspondence information is provided below.
Brief History of the Department

The Department of Medical Psychology (original name) was founded in 1976 by Jerome E. Singer, Ph.D., who served as Chairman from 1976 - 1999. The Ph.D. program in Medical Psychology (research oriented) graduated its first students in 1984 and continues to this day. Alumni have achieved international and national recognition as scientists and educators. In the early 1990s, the U.S. Congress directed the Uniformed Services University to develop a Ph.D. program in Clinical Psychology for the military services. In 1993, Michael Feuerstein, Ph.D., MPH, joined the department to develop and direct the new program. The department was renamed Medical and Clinical Psychology to encompass the expanded mission. In the late 1990s, the department added a dual track Ph.D. program in Medical and Clinical Psychology to train scientist-practitioners who are prepared to contribute to clinically-relevant science. Graduates of this clinical program have become leaders in military clinical psychology and are contributing to clinical practice and scholarship. In 1999, Dr. Singer retired and the current Department Chairman, David S. Krantz, Ph.D., was appointed. To date, the Department has trained approximately 125 Ph.D. psychologists and helped the University to train more than 4,500 physicians. Department faculty have published extensively (including empirical, theoretical, and review papers; textbooks, handbooks, edited volumes, and patient-oriented books), founded and served as editors of many different scientific journals, and are nationally and internationally recognized for contributions to psychology, behavioral and medical sciences, education, and public health.
Facilities and Resources

Department Laboratories, Offices, & Classrooms
The Department has offices, human laboratories, animal laboratories, wet laboratories (for biochemical and other biological work), and a graduate student area (equipped with carrels, computers, a microwave, refrigerator, and telephones). In addition, USU provides classrooms, lecture halls, conference rooms, an excellent library (the Learning Resource Center), a computer center, audiovisual support, a central laboratory animal facility, teaching hospitals, and other support services.

Additional computing facilities are available in the Learning Resource Center and in individual laboratories. Computers either are connected to the Internet or are interfaced with laboratory equipment. A variety of software programs are available for word processing, statistical analyses, and presentation graphics. USU has site licenses for many of these programs. In addition, students are provided with an Email account, Email service, and Internet access at no cost.

Learning Resource Center
The Learning Resource Center (LRC) is the USU library. The LRC has a wide variety of medical, biological, and psychological journals and periodicals, as well as indices, reference volumes, a serials and monograph collection, and computerized literature search databases (i.e., MEDLINE, PsycINFO, Neuroscience Citation Index, Social Science Citation Index, and Science Citation Index). The journals can be accessed on-line from various full-text services and off-site. The LRC includes a staff of reference librarians to assist with literature searches or to obtain reference materials not stocked by the LRC. The LRC is fully-networked with the Department and accessible from the Internet, allowing use of its services from departmental offices and labs as well as by students and faculty using computers from home.

The LRC also has numerous microcomputers available for student use as well as a new microcomputer classroom for teaching courses on various types of software. The LRC computers are fully-loaded with Email, word-processing, data-analytic, graphical, and presentation software. For more information about the USU LRC, go to [http://www.lrc.usuhs.edu/](http://www.lrc.usuhs.edu/).

The National Institutes of Health (NIH) library and the National Library of Medicine (NLM) are within walking distance of USU. These facilities maintain large collections of books and journals, including hard-to-find and out-of-print materials.

USU Patient Simulation Center
The National Capital Area (NCA) Medical Simulation Center is a state-of-the-art training facility located near the main USU campus. It uses simulated patients (i.e., experienced actors and
actresses who are trained to simulate various physical and mental health problems) to train medical students, clinical psychology students, and other health professionals and to evaluate students' progress and level of clinical skill development.

The Simulation Center is used in the training of clinical psychology students to help students develop and practice interviewing, assessment, and psychotherapy skills. Simulated Patients (SPs) take on particular roles developed by the Simulation Center and the Department of Medical and Clinical Psychology. The SPs are trained to behave and react in a particular manner, providing the students with immediate feedback and a real-time learning experience. Students are required to utilize a wide variety of clinical modalities and techniques. All encounters with the SPs are digitally videotaped for the student's and the faculty supervisor's review. Class group supervision time also is used to debrief the experience, critique the videotapes, and provide peer-peer and professor feedback. For more information about the USU Simulation Center, go to http://simcen.usuhs.mil.

Center for Laboratory for Animal Medicine (C, LAM)
The USU Center for Laboratory for Animal Medicine (C, LAM) maintains a large facility to house animals and in which to conduct research. It is accredited by the Association for the Assessment and Accreditation of Laboratory Animal Care (AAALAC). A variety of species are housed in climate-controlled environments. The facility includes space for experimentation and is staffed by veterinarians, veterinary technicians, and animal husbandry technicians.

Proximity to Other Resources
The Bethesda campus of the National Institutes of Health (NIH), including the National Library of Medicine (NLM), is within walking distance from USU. The NIH is a resource for lecture series, specialized courses, funding information, and research collaborations. The Walter Reed National Military Medical Center (WRNMMC) is within walking distance and is located within the same complex as USU. In addition, several major military training hospitals such as Ft. Belvoir Community Hospital and the Malcolm Grow Medical Center are also nearby. Numerous other universities in Washington, D.C. (i.e., Georgetown University, Catholic University, George Washington University, American University), and in Maryland (i.e., University of Maryland, Johns Hopkins University), and research-oriented federal agencies and programs (i.e., Food and Drug Administration [FDA], National Institute on Drug Abuse [NIDA]) are within short driving distance from the USU campus.

Affiliated Centers

For information, please visit the following websites:

Center for Deployment Psychology: http://deploymentpsych.org/

Center for Deployment Psychology (CDP) trains military and civilian behavioral health professionals to provide high-quality, culturally sensitive, evidence-based behavioral health services to military personnel, veterans and their families. To date, there have been over 2.2 million deployments in support of the global war on terrorism and overseas contingency operations. To better fulfill the unmet deployment-related behavioral health needs of service
members and their families, CDP, an innovative Department of Defense psychology training consortium, was established in 2006.

Center for Health Disparities: http://www.usu-chd.org/chd/Home

Center for Health Disparities was established in 2003 in partnership with the University of Maryland Eastern Shore. Together, the long-term goal is to reduce health disparities among racial and ethnic minorities through research, education, and training.

Medical Simulation Center: http://simcen.usuhs.edu/Pages/default.aspx

Medical Simulation Center is a world leader in development and application of medical simulation programs. The SimCenter is part of the Uniformed Services University of the Health Sciences located in the Forest Glen Annex Silver Spring, Maryland.
PLEASE NOTE: Due to the fact that we are a military installation, we do not have the ability to offer daily tours at this time.

**Commuting, Parking, Housing Locations & Costs**

Students, faculty, and staff live in Maryland, Virginia, and Washington, D.C. USU is accessible via major highways, major commuter arteries, and the D.C. Metro system. The closest Metro stop is at the National Institutes of Health (NIH). The NIH stop is across the street from the Walter Reed National Medical Military Center, and about a 10-minute walk from the USU campus.

A shuttle bus also provides transportation between the NIH Metro stop and USU. Parking at USU is by hang tag or requesting visitor parking 24 hours prior to visit. We have an underground parking garage.

A variety of living situations are available within reasonable commuting distance from USU. These options include room rentals, apartment or condominium rentals, group-house rental situations, and townhouse or single-family house rentals. Some students purchase homes. Depending on individual preferences, students may live in: less developed rural areas; established, single-family neighborhoods; apartment or condominium complexes; and busy downtown neighborhoods. Living costs are similar to those for any large East Coast city.

**Other Local Resources**

USU is located in Bethesda, MD, just north of Washington, D.C. Washington's many museums, art galleries, restaurants, and other cultural and multicultural experiences are easily accessible by driving or via the Washington, D.C. Metro system. In addition, there are numerous nearby parks and large shopping malls. The cultural offerings of Baltimore, MD, and Annapolis, MD, and the beaches of Ocean City, MD, also are within a short drive. Recreational opportunities such as hiking, skiing, walking, camping, swimming, bicycling, and boating are available in D.C., Maryland, Virginia, West Virginia, Pennsylvania, and Delaware, generally within a few-hours drive, or less.

**Driving Directions**

Driving directions to our building (Building B) from South Wood Road & Wisconsin (entrance to the Walter Reed National Medical Military Center) is as follows:

Once you drive past the security checkpoint, make a RIGHT on Palmer. Continue on Palmer. You will see Building 10 (part of the Walter Reed National Medical Military Center) to your left. Continue until you come to the 1st stop sign. Keep going straight over the bridge, and pass the 2nd and 3rd stop signs. Then make a Left onto University Road after you stop at the 4th stop
sign. The parking structure is to your left. Once in the parking structure, depending on the location of your parked car, you can enter Building A, B, C, or E. The easiest strategy is to look for the Building B elevators. Take the elevator to the 3rd floor. Look for the signs for the Department of Medical and Clinical Psychology. Once you're out of the elevator, make a left and look for signs directing you to the Department of Medical and Clinical Psychology.

**Metro Directions**

The closest Metro stop is the Medical Center Metro Station on the Red Line. Once you get out of the metro station, right across the street, you'll see the entrance to the Walter Reed National Medical Military Center. Walk over to the security area and you'll be asked to show a picture ID. Once you get past the security checkpoint, make a RIGHT on Palmer. Continue walking on Palmer. You will see Building 10 (part of the Walter Reed National Medical Military Center) to your left. Continue walking and keep going straight over the bridge for almost 1 mile. At this point, you should start to see several connected buildings to your left and a wooded landscaped area to your right. Enter the university area by turning left toward the connected buildings (part of Uniformed Services University). Look for Building B, come to the 3rd floor. Look for the signs for the Department of Medical and Clinical Psychology. Once you're out of the elevator, make a left and look for signs directing you to the Department of Medical and Clinical Psychology.

**Parking & Shuttle Information**

These directions do not take into account changes that may be in effect during construction. If you are unfamiliar with the campus, contact your USU sponsor for information about road closures or how to proceed on campus, or check the Walter Reed National Medical Center WRNMMC web site.

- Parking (provided by WRNMMC)
- USU Shuttle Schedule

**Air Transportation**

The Bethesda area is serviced by three major airports, National being the closest to USU:

- Dulles International Airport (Virginia)
- Washington National Airport (Washington, D.C.)- Linked directly to the Metrorail system!
- Baltimore-Washington International Airport (Maryland)

**Metrorail**

Metrorail is the least expensive way to get to the University. The Airport provides shuttle service from all airlines to the National Airport Metrorail Station. Take the Yellow Line to Gallery Place, transfer to the Red Line in the direction of Shady Grove, and get off at the Medical Center.
station. From there, cross Wisconsin Avenue, enter the Walter Reed National Military Medical Center on Wood Road, make a right onto South Palmer Road, and follow it to the USU. It is a 15-30 minute walk to the university from the Medical Center station, and travel time from the National Airport Metrorail station to the Medical Center stop is approximately 1 hour.

*By Automobile*

**From Downtown Washington, DC:**
Take Wisconsin Avenue north to Bethesda. Make a right into the Walter Reed National Military Medical Center, just after Jones Bridge Road. Turn right (Palmer Rd) and follow to USU. Turn left into USU parking garage at the end of Palmer.

**From I-495 Virginia:**
Take 495 towards Rockville. At the I-270/I-495 split, stay to the right on I-495. Take the exit for Rt. 355-Wisconsin Avenue-Bethesda. Turn left at the entrance to the Walter Reed National Military Medical Center. Turn right (Palmer Rd) and follow to USU. Turn left into USU parking garage at the end of Palmer.

**From I-495 P.G. County/Baltimore:**
Take 495 towards Silver Spring. Exit at Connecticut Avenue-Chevy Chase. At the bottom of the exit, turn left onto Connecticut Avenue. Go to the second traffic light, which is Jones Bridge Road, and make a right. Turn right on Wisconsin Avenue, and take the first right into the Walter Reed National Military Medical Center. Turn (Palmer Rd) and follow to USU. Turn left into USU parking garage at the end of Palmer.

**From I-270:**
Take I-270 south. Stay to the left at the split, observe HOV restrictions during rush hour. Exit at Rt. 355-Wisconsin Avenue-Bethesda (left lane exit). Turn left at the entrance to National Naval Medical Center. Turn right (Palmer Rd) and follow to USU. Turn left into USU parking garage at the end of Palmer.
General Departmental Policies and Procedures

Guidelines for Faculty, Student, and Staff Interactions to Enhance the Educational Environment

The graduate educational process requires a free and non-threatening environment that is conducive to free inquiry and learning. An atmosphere of tolerance, openness, and mutual respect between students, faculty, and staff is essential in creating an optimal academic environment. MPS faculty, students, and staff highly value this atmosphere and deserve and have every right to expect it. Therefore, our Department is constantly striving to create and foster conditions that promote this kind of positive atmosphere. Consistent with University guidelines for treatment of medical and graduate students, a set of guidelines for faculty, student, and staff interactions in our Department serves the purpose of furthering our commitment to maintaining an open learning environment.

The educational experience brings students into contact with hundreds of professional and technical personnel whose roles and authority influence student training, affect the educational environment and its processes, and contribute to one's sense of professional/personal image. Exposure to such a wide variety of personnel enhances the educational process. University faculty members vary in their training philosophies, and these differences can enrich the educational experience.

Occasionally, some faculty, staff, or students undermine the educational program through behavior patterns that are clearly perceived as hurtful, out of bounds, or sometimes even abusive. Examples of such mistreatment include hurtful, insulting, or humiliating verbal comments, actual or implied punitive assessment, inappropriate communication of negative comments about students or faculty to other students, hurtful gossip, and any form of sexual harassment or discrimination.

Students and staff are particularly vulnerable in these situations because their authority is limited, and they may fear retaliation or consequences from those they accuse and those to whom they may appeal. It is the official policy of the Department of Medical and Clinical Psychology that inappropriate or abusive behavior towards students by faculty, staff, or other students will not be tolerated and will be addressed accordingly. The Department adheres to the Standards of Conduct delineated in the USU School of Medicine Graduate Programs Handbook (2013) incorporated below and both standards and procedures for addressing concerns and conflict are contained in the subsequent section entitled Conflict Resolution.

2013 USU SOM STANDARDS OF CONDUCT

The department abides by the USU SOM Standards of Conduct, reproduced below.
When an individual talks about Standards of Conduct these days, they are often speaking about one specific subject. However, in my view, as ADGE [Associate Dean of Graduate Education], I believe that Standards of Conduct cover multiple subjects. These standards are the yardsticks by which we are measured as people and professionals, on one hand, but they are also those standards which define us as human beings. This section of the Handbook describes several types of standards, all of which play an important role in the world of developing or mature scientists. Becoming a scientist is not just learning to become a critical thinker or not just to design an experiment with the proper controls so you can rely on your results. We live in a world where electronic and personal communications have become a nonstop constant reminder of the importance of developing people skills. This notion of people skills not only means how well you explain ideas and concepts or how well you can interact with others, but also whether you treat others with the respect and dignity that each person deserves. So herein are some rules and thoughts not only about the meaning of cognitive and non-cognitive skills and values people must develop but also what it means to copy other peoples’ ideas or what it means to intimidate or harass others, all these things are a part of what I believe are Standards of Conduct.

Violations of academic integrity or ethics will be reviewed by the GEC [Graduate Education Committee]. A lapse in performance and/or evidence of academic or scientific misconduct may result in a recommendation for suspension, probation, or disenrollment.

Academic Integrity

Satisfactory academic standing is determined both by performance in formal courses and by aspects of academic performance that include skills, attitudes, and attributes judged by the graduate faculty to be important for success as a biomedical scientist or public health specialist. These include, but are not necessarily limited to academic and scientific ethics, honesty, integrity, reliability, perception, balanced judgment, personal insight, and the ability to relate to and respect others.

Responsible Conduct of Science

The Graduate Students’ Code on the Responsible Conduct of Science was developed by USU faculty and modified and adopted by USU Graduate Students. Your behavior as a graduate student and biomedical scientist should adhere to these principles.

“I will demonstrate honesty, integrity and professionalism in planning, conducting, interpreting and reporting my scientific research. My work will be rigorous, unbiased, ethical, scholarly, and as far as possible, objective. I will undertake only research for which I am qualified, and will collaborate and cooperate with other specialists when that is beneficial to the research.

I will show respect for my animal research subjects and human research volunteers. I will use both appropriately and humanely. I will consider both the animals and the volunteers’ comfort, not causing unnecessary pain or distress in my research, while maximizing potential benefits to both the subjects and to society, while minimizing risks. With human volunteers, I will maximize their welfare and secure fully informed consent stressing voluntariness. I will be knowledgeable about applicable laws and regulations concerning the use of animals and human research participants, and be diligent in ensuring that they are followed.
I will show respect for fellow students and researchers, ensuring that they receive appropriate credit for their contributions to the research. I will share my knowledge, methods, and results with others in a fair and expeditious way. I will provide objective, unbiased reviews of other scientists’ work. I will provide accurate and understandable information to fellow scientists and to the public.

I will consider my responsibilities to society in my choice of research topics, in using my resources wisely and safely, and in avoiding conflicts of interest or commitment. I will be involved with the social and ethical ramifications and the environmental impact of my discoveries, proceeding in the best interests in society.”

**Ethics Course.** All doctoral graduate students are required to satisfactorily complete the course “Ethics and the Responsible Conduct of Research” (IDO704) prior to Advancement to Candidacy. Utilizing lectures and discussions, this course provides participants with an opportunity to review the basic principles for responsible conduct of scientific research. Topics include the rationale for developing and practicing professional values, and the scientist's ethical responsibilities to society, their research subjects, and their peers. Issues concerning responsible practices in laboratory work, publication, handling conflicts of interest, and confidentiality will be discussed. Each topic area is supplemented by seminar-style discussion and contemporary readings. Graduate students will be expected to actively participate in the discussions. Library research will form the basis for the preparation of a short essay on a topic of interest.

**Plagiarism.** Responsible conduct of science and academic integrity concepts also include the respect with which we use other peoples’ ideas and concepts. Although the word plagiarism has been defined in various ways, all definitions include a violation of academic integrity and the following constraints on using other investigators’ works. The following passage is taken from USU Instruction 1306 which serves as a guide for students towards the achievement of academic integrity. “Students shall not use, attempt to use, or copy any unauthorized material during any examination or graded exercise, knowingly present the work of someone else as their own, forge or alter any academic document, impede or interfere with the ability of others to use academic materials or complete academic work, or assist another in any of these activities.” A further discussion of the meaning of plagiarism is included as Appendix B.

**Non-Attribution.** Lectures, discussions and all variety of presentations by guest speakers, seminar leaders, and panelists, including renowned public officials and scholars, constitute an important part of University curricula. So that these guests, as well as faculty and other University officials, may speak candidly, the University offers its assurance that their presentations, will be held in strict confidence. This assurance is derived from a policy of non-attribution that is morally binding on all who attend. Without the express permission of the speaker, nothing he or she says will be attributed to that speaker directly or indirectly in the presence of anyone who was not authorized to attend the lecture.

**Academic Freedom.** USU students have the privilege of respectful dialogue amongst academic colleagues and may debate any subject related to the USU course materials within
the classroom setting. Indeed, one of the goals of professional federal/military education is to develop officers and civilian students who can employ innovative thinking when confronted with changing situations; it is imperative that the University provide a learning environment that encourages officers and civilians to cast a critical eye on traditional or accepted concepts. In this regard, the University is a safe and proper setting for students to practice the art of communicating innovative and non-traditional concepts. It is expected that officers and civilians will debate their viewpoints responsibly reflecting professionalism and courtesy.

**Personal Interactions with Faculty**

Students should interact with faculty in a professional manner and with respect for the academic knowledge and authority of the faculty. However, students must not be coerced or become involved in interactions with faculty that create, in fact or appearance, academically inappropriate behavior in what is, by its very nature, an unequal relationship.

A School of Medicine Dean’s Policy Memorandum on “Personal Interactions or Relationships of School of Medicine Faculty and Students” states that “members of the Faculty shall not engage in relationships with students which could be conceived as “dating”, while the student and the member of the faculty are, or could be during the student’s course of study, engaged in a formal course of instruction. Such relationships are considered inappropriate because they compromise the academic distinction of mentor and student, not only in the eyes of those involved, but in others who may perceive such actions as a compromise. Relationships between faculty and students may also compromise the academic validity of the student’s credentials.”

Perceived faculty misconduct and/or inappropriate interactions or behavior with or toward a student should be reported to the Program Director and/or the Associate Dean for Graduate Education.

**Harassment and Discrimination**

The USU and the GEO [Graduate Education Office] support an environment where the worth and dignity of each student is recognized and respected and where each student has the opportunity to achieve academic success. During the course of their academic and research activities at USU, graduate students must not be the recipients of discriminatory or intimidating actions or behaviors based on sex, race, ethnicity, religion, or sexual orientation. Graduate students should not engage in or be involved in promoting discrimination.

Sexual Harassment is defined as any unwelcome sexual advance, which includes any verbal or physical behavior of a sexual nature, and any direct or implied requests for sexual favors. It also includes any sexually-oriented conduct where a student’s acceptance or rejection of such behavior affects his or her level of work performance by creating an intimidating, hostile, or offensive work environment. The majority of sexual harassment incidents are relatively subtle in nature, frequently associated with the abuse of real or perceived power and are not gender-specific.

It is important for anyone who feels that he or she is or has been a victim of discrimination, intimidation, or sexual harassment to inform the person or persons involved that his or her conduct is unwelcome and must stop. If this behavior continues, or if a hostile work environment is created, the victim should communicate his/her grievance to the Program Director, Advisor, and/or the Associate Dean.
Conflict Resolution

Consistent with the standards of its prospective accrediting body, the American Psychological Association (APA), the Department of Medical and Clinical Psychology at USUHS upholds and adheres to the APA "Ethical Principles of Psychologists and Code of Conduct". Upon arrival to the Department, students who have been accepted for admission to the Clinical Psychology program will, as a group, attend a scheduled orientation meeting, during which they receive copies of the following materials: USUHS Graduate Student Handbook, and the APA "Ethical Principles of Psychologists and Code of Conduct".

The following information reflects the formal procedures that have been established for resolving concerns, disagreements, and conflicts among students, faculty, and staff of the Department of Medical and Clinical Psychology.

1. **Due Process.** Due process for student performance evaluation, feedback, advisement, retention, and termination decisions.

   University policy for Doctoral Degree Requirements and Graduate Student Grading, Promotion, and Dismissal Procedures are listed in the USUHS Graduate Student Handbook.

   In MPS, student evaluation is based on final course grades, comprehensive examination ratings, successful exemption from required courses due to demonstrated competence from prior coursework or degree completion, and formal evaluations from direct supervisors of clinical practica experiences. The core faculty convenes on an annual basis to review the progress and status of each registered and active student in the Department of Medical and Clinical Psychology. The Director of Graduate Studies provides direct feedback to each student in writing, summarizing the student's prior accomplishments, current standing, and future expectations for continued advancement in the program in which they are enrolled (Medical Psychology or Clinical Psychology). Recommendations for remediation also are provided in this letter, if required.

2. **Grievances and avenues of recourse**

   Regarding questions of infringement of students' rights, Clinical Psychology students first discuss concerns with their faculty advisor. If resolution cannot be obtained with the faculty advisor, the next line of contact should be the Director of Clinical Training, followed by the Director of Graduate Studies, and then by the Department Chairperson. Medical Psychology graduate students first should discuss concerns with their faculty advisor, followed by the Director of Graduate Studies, and then by the Department Chairperson.

   Regarding questions of faculty/student/staff interactions that do not meet the professional standards as determined by the APA "Ethical Principles of Psychologists and Code of Conduct": Resolution of such conflicts will be handled in accordance with APA principles 8.04 ("Informal Resolution of Ethical Violations") and 8.05 ("Reporting Ethical Violations"), following the same lines of contact as designated previously (faculty advisor, Director of Clinical Training, Director
of Graduate Studies, Chairperson). **Students are also advised that they may bring such matters to the attention of any faculty or University official with whom they are particularly comfortable.**

The Department will assure that there is an appropriate redress for students, faculty, or staff who perceive they are being mistreated. This will include availability, willingness to listen, willingness to investigate, and follow-through by advising students, staff, and faculty about available actions that are responsive to the issue.

The Department will assure that there will be no retaliation for student complaints. Student, faculty, and staff making reports of mistreatment can expect their concerns to be addressed in a timely, respectful, and sensitive fashion. We all deserve an academic environment of openness, mutual respect, and tolerance, and we in the Department will also assure that these guidelines will be enforced.

**Student Evaluations**

1. **Overview:**

Each year the student evaluation committee meets to evaluate the progress of each student in the department. The purpose of this evaluation process is to provide you with timely feedback regarding strengths that have been observed as well as areas where improvements can be made. This information is designed to provide useful input on your progress and to help in your professional development.

The committee is comprised of 4 individuals. The Director of Graduate Studies (DGS) chairs the committee. The committee meets on a number of occasions. All students of a given major advisor (MA) are generally reviewed within the same meeting. The MA is generally present in the meeting when his or her students are reviewed. Input from clinical supervisors may also be solicited (clinical students only). It is intended that the committee meetings will take place shortly after the end of the summer quarter.

2. **Scope:**

The areas considered include classroom performance, research, clinical skills (if relevant), and general issues relating to professional development. Professional development includes judgment, the ability to complete milestones on time, the ability to integrate feedback in a constructive manner, and overall professional demeanor.

3. **Procedures:**

**Before Committee Review:**

- DGS or MAs email student evaluation forms to the students
- Student completes evaluation form, and acquires copies (.pdfs) of clinical evaluations (if applicable) and transcript (.pdf)
- Student meets with MA to discuss content of completed evaluation form. If there is agreement on the content, the student and MA both sign the evaluation form. If there is disagreement, MA and student meet with DGS
- Signed student evaluation form (as .pdf), transcript (.pdf), clinical evaluation (as .pdf, if applicable), and other supporting documentation (if applicable) are emailed to the DGS prior to the review meeting. (All materials are forwarded to the DGS electronically)

**Committee Review Procedures:**

For each student:
- MA briefly reviews material on evaluation form
- MA briefly reviews clinical evaluations (if applicable)
- MA notes strengths, and areas for improvement
- Other committee members provide input one by one (if applicable and if necessary)
- The committee has the capacity to require additions or deletions to the student's plan (e.g., reduce number of clinical training hours planned)
- Other supporting documentation is considered (if applicable)

**After Committee Review:**

- Using content from the committee review, MA (or DGS) drafts official letter, and emails to DGS
- Draft is reviewed by DGS
- When agreement on final wording is reached, the final official letter is e-signed by DGS
- MA emails final official letter to student, copying DGS
- DGS assembles official letters and forwards to Departmental Administrator
Overview of Clinical Programs

Clinical Psychology Programs

General Philosophy and Model of Training

The Clinical Psychology Ph.D. Program at USUHS follows a scientist-practitioner ("Boulder Model") of training. The program strongly values the development of evidence based knowledge and skills related to Clinical Psychology.

The Clinical Psychology program has two tracks: 1) Clinical Psychology – Military Track and 2) Clinical Psychology – Medical Track. While both tracks have the same four primary goals, the relative emphasis on clinical practice and development of professionals who use their scientific training in the context of clinical work, clinical problems solving, program development and evaluation is the hallmark of the Clinical Psychology – Military Track. In the Clinical Psychology – Medical Track, while trained in evidence based clinical psychology, the primary emphasis is for students to develop the skills to conduct clinically meaningful research.

The goals in both tracks are as follows:

1. Ability to discuss theory and research in learning, cognitive, social, developmental in practice and research contexts,
2. Develop professional knowledge, skills and attitudes appropriate to specific areas of practice,
3. Integrate theory, research, and practice through didactic and field training components and the dissertation process and
4. Develop sensitivity to and understanding of ways in which cultural and individual diversity affects practice and research

The unique goals for each track are as follows:

Clinical Psychology - Military Track

1. Ability to practice evidence based health care in the area of clinical and health psychology and conduct program development and evaluation within a military context.
2. Ability to provide organizational level perspectives and approaches to help solve problems within the Department of Defense.

Clinical Psychology – Medical Track

1. Ability to conduct independent and collaborative research on clinical relevant problems.
Program Objectives, Competencies, & Goals

Program Objectives

The Clinical program’s curriculum and resources provide a coherent approach that is directed at creating a didactic learning environment and practical experiences with the following objectives. Students will have the:

1. Ability to discuss theory and research in learning, cognitive, social, and developmental psychology in practice and research contexts (both tracks).
2. Ability to effectively interact with patients; ability to demonstrate evaluative and diagnostic, clinical and therapeutic skills; ability to complete diagnostic/clinical evaluations and reports for consumption by interdisciplinary health providers. Demonstrate skills related to different approaches to clinical problems and ability to integrate approaches. Demonstrate ability to delineate systematic, well-defined problem areas and appreciate the need to consider both process and outcome (both tracks).
3. Ability to demonstrate knowledge of different theories and related approaches used to achieve attitude, emotion, behavior change or personal understanding. Awareness of when to use different perspectives/approaches and when to integrate approaches. This is a more advanced skill and higher levels of competence are expected in years 3 and 4 for the Military Track and in years 3 to 6 for the Medical Track.
4. Demonstrate understanding of culture and individual variation as evidenced by culturally sensitive diagnostic evaluations, case conceptualizations, treatment planning and implementation, research hypotheses and methodology. Appreciation for issues pertaining to cultural diversity must be specifically addressed in all research conducted at USUHS (both tracks).

Clinical Competencies

Students in both tracks are required to demonstrate competencies related to each of the four program goals defined in relation to the competencies below. These competencies are obtained through didactic coursework that focuses on the scientific basis of psychology as well as the foundations and approaches to practice. In terms of clinical competence, students are expected to successfully complete a series of practicum and clerkship placements requiring incremental levels of clinical competence. During the final year in the program, students are required to satisfactorily complete a full time APA-approved internship. The didactic and practical components (clinical and research) of the students’ training build in a parallel and a cumulative progression of increasing complexity from initial foundations in psychology, fundamentals of clinical knowledge and skills, and involvement as a member of research group/lab. The clinical courses and practicum training begin during the first year of the Military track and during the second year of the Medical track. The one year delay for the Medical track allows students in this track to allocate more time for research.
This sequential approach to education and clinical skills acquisition was developed to introduce, early in a student’s career, an awareness that the professional practice of psychology is itself an interactive and dynamic process. It requires ongoing and continuous assimilation of research findings into practical application and continuous development of clinical skills/competence. The sequencing of didactic training in the foundations of general psychology and professional practice is reflected in the following section, which details the seven clinical competencies. These competencies form the basis of the annual evaluation by practicum supervisors. Through this procedure the program has operationalized the concepts above.

1. Assessment
- Knowledge of Assessment Devices
- Structured interviewing skills
- Unstructured interviewing skills
- Behavioral observations skills
- Ability to form hypotheses and draw conclusions from data
- Applies biopsychosocial perspective where appropriate
- Knowledge of formal diagnostic categories (DSM)
- Integration of data into meaningful treatment plan or recommendations
- Regularly consults other professionals from a variety of disciplines regarding diagnosis and treatment planning
- Written and verbal skills in reporting assessment findings
- Knowledge of administration and scoring of traditional assessment measures, models, and techniques, including clinical interviewing and mental status exam
- Knowledge of measurement across domains of functioning and practice settings
- Knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity
- Knowledge of formulating diagnosis and case conceptualization
- Basic knowledge of and sensitivity to issues related to individual and cultural differences as they apply to assessment

2. Intervention
- Basic knowledge of scientific, theoretical, and contextual bases of intervention and basic knowledge of the value of evidence-based practice and its role in scientific psychology
- Basic knowledge of the assessment of intervention progress and outcome
- Basic knowledge of and sensitivity to issues related to individual and cultural differences as they apply to intervention
  A. Psychotherapy
  - Theoretical knowledge of psychotherapy
  - Flexibility in the use of various modalities (e.g., CBT, behavioral, psychodynamic, humanistic/interpersonal)
  - Ability to establish working relationships with clients
  - Ability to empathize and respond supportively
  - Listens well to clients; can identify underlying themes
  - Ability to identify own feelings and respond appropriately
  - Ability to conceptualize cases effectively.
  - Uses conceptualization as guideline for treatment protocol
• Shows good timing and skill when making interpretations
• Follows effective format for terminating with clients
• Functions effectively as a group therapist
• Functions effectively as a co-therapist.
• Understands the relationship between assessment and intervention

B. Organizational Intervention
• Identifies possible worksite interventions when appropriate
• Implements worksite interventions successfully.
• Evaluates worksite interventions effectively
• Understanding of the relationship between assessment and intervention
• Knowledge of intervention strategies

3. Consultation
• Spontaneously intervenes in clinical/organizational situations when called upon
• Adapts style and technique to particular settings and circumstances
• Provides practical, problem-focused guidance.
• Assigns tasks/responsibilities appropriately.
• Follows-through with plan and evaluates efficacy.
• Role of consultant
• Address referral question
• Communication of findings

4. Research/evaluation
• Basic scientific mindedness, critical thinking
• Applies scientific method to practice

5. Supervision
• Basic knowledge of expectations for supervision
• Seeks supervision
• Prepares for supervision sessions
• Is open for feedback and suggestions
• Follows through with recommendations
• Is willing to explore personal issues that affect clinical work
• Is appropriately self-reliant
• Consults with supervisor as needed
• Basic knowledge of and sensitivity to issues related to individual and cultural differences (i.e., the APA definition) as they apply to the supervision process and relationships
• Awareness of need for straightforward, truthful, and respectful communication in supervisory relationship
• Knowledge of legal and regulatory issues in supervision
• Awareness of theories of learning and how they impact teaching
• Knowledge of the supervision models and practice
• Knowledge of principles of ethical practice and basic skills in supervisory ethical decision making, knowledge of legal and regulatory issues in supervision
6. Professionalism
- Knowledge and application of APA Ethical Principles and other relevant guidelines
- Responsibility in keeping appointments, returning messages, etc.
- Completion of paperwork in a timely fashion
- Professional manner of conduct (attire, behavior, etc.)
- Maintenance of appropriate client-therapist relationship
- Sensitivity to issues of client confidentiality
- Awareness of roles of management in organizations
- Awareness of the functions of policies and procedures, ability to comply with regulations
- Honor/integrity
- Striving for excellence in one’s work
- Respect for other students, faculty, and staff
- Self-education and competency assessment
- Takes responsibility for professional development
- Demonstrates a positive attitude
- Takes constructive feedback
- Gives constructive feedback
- Demonstrates awareness of personal issues that may impact work.
- Practices self-care (i.e. gets enough rest, maintains positive relationships, doesn't take on too many projects)

7. Advocacy
- Awareness of social, political, economic, and cultural factors that impact individuals, institutions, and systems, in addition to other factors that may lead them to seek intervention
- Understanding the differences between individual and institutional level interventions and systems level change

Program Goals

The following section specifies the relationship among the program’s 4 goals, 4 objectives and 7 competencies.

<table>
<thead>
<tr>
<th>Goal #1: Develop a working knowledge in the broad base of psychology</th>
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<tbody>
<tr>
<td><strong>Objectives for Goal #1:</strong> Able to discuss theory and principles of learning, cognitive, social, and developmental psychology in clinical practice and research contexts (both tracks)</td>
</tr>
<tr>
<td><strong>Competencies Expected for these Objectives:</strong> Able to demonstrate and integrate knowledge in multiple areas of psychology in both clinical and research contexts</td>
</tr>
<tr>
<td><strong>Evaluation Tools Used for each Competency (if applicable):</strong></td>
</tr>
<tr>
<td>• Written exams and oral presentation in classes</td>
</tr>
<tr>
<td>• Seminar presentation of Master’s thesis</td>
</tr>
<tr>
<td>• Private and public defense of dissertation</td>
</tr>
</tbody>
</table>
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

- Completion all courses with grade of B or better
- Completion of Master’s thesis
- Advance to Candidacy
- Practicum supervisor evaluation in topic areas where ratings indicate students’ ability to discuss theory and principles of psychology (minimum of 3 out of 5)
- Pass each question on Qualifying Examination (minimum 3 out of 5 for each question)
- Annual student evaluation letter: no remediation required; remediation required
- Discussions at faculty meeting triggers awareness of problems and possible remediation

Goal #2: Develop and demonstrate professional knowledge, skills and attitudes appropriate to specific areas of practice (both tracks)

Objectives for Goal #2: Ability to effectively interact with patients; ability to demonstrate evaluative and diagnostic, clinical and therapeutic skills; ability to complete diagnostic/clinical evaluations and reports for consumption by interdisciplinary health providers. Demonstrate skills related to different approaches to clinical problems and ability to integrate approaches. Demonstrate ability to delineate systematic, well-defined problem areas and appreciate the need to consider both process and outcome.

Competencies Expected for these Objectives: Conduct diagnostic evaluations; provide coherent case conceptualizations and treatment plans; and provide clinical interventions with high fidelity.

Evaluation Tools Used for each Competency (if applicable):

- Practicum Student Evaluation Form
- Written exams and oral presentation in clinical classes
- Case Conceptualization and Clinical Outcomes questions in the Qualifying exam
- Internship supervisors evaluation letter
- Time to Track (record of practicum experience type and hours)
- Skills by year of training
- Submission of Institutional Review Board (IRB) application
- Case conference presentation
- Annual student evaluation form
- Faculty observation on student supervision, knowledge and attitudes
- Monthly faculty meeting agenda item

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:
Goal #3: Integrate theory, research, and practice through didactic and field training components (both tracks)

Objectives for Goal #3: Ability to integrate and demonstrate knowledge of different theoretical approaches in clinical psychology in both research and practical clinical experience.

Competencies Expected for these Objectives: Ability to demonstrate knowledge of different theories and related approaches used to achieve attitude, emotion, behavior change or personal understanding. Awareness of when to use different perspectives/approaches and when to integrate approaches. **This is a more advanced skill and higher levels of competence are expected in years three and four in the Military Psychology track and in years three to six in the Medical Psychology, Clinical track.**

Evaluation Tools Used for each Competency (if applicable):

- Private and public defense of dissertation
- Practicum supervisor evaluations of students in areas related to integration.
- Qualifying Exam
- Annual student evaluation form
- Case conference presentation
- Extramural grant submission (Medical Psychology, Clinical track only)
- Monthly faculty meeting agenda item

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

- Successful completion of private and public defense of dissertation
- Achieve a grade of B or higher in didactic courses that require an integrative perspective (e.g., Integrative Psychotherapy, Medical Psychology seminar, Program Development).
- Pass qualifying exams.
- Annual student evaluation letter: no remediation required; remediation required
- Acceptable case conference presentation
- Completion of Extramural grant submission by end of year
Discussions at faculty meeting triggers awareness of problems and possible remediation

**Goal #4: Develop sensitivity to and understanding of ways in which cultural and individual diversity affects practice and research (both tracks)**

**Objectives for Goal #4:** Case conceptualization, treatment plans integrate cultural and individual diversity. Research questions and designs are sensitive to diversity matters.

**Competencies Expected for these Objectives:** Demonstrate understanding of culture and individual variation as evidenced by culturally sensitive diagnostic evaluations, case conceptualizations, treatment planning and implementation, research hypotheses and methodology. Appreciation for issues pertaining to cultural diversity must be specifically addressed in all research conducted at USUHS.

**Evaluation Tools Used for each Competency (if applicable):**
- Cultural Diversity class
- Simulation center performance with diverse patient actors
- Practicum supervisor evaluations of students in areas related to cultural diversity
- Demonstrate awareness of and sensitivity to cultural matters in development of research plan as evaluated by research advisor
- Case conference presentation
- Masters and dissertation presentations
- Case Conceptualization question in qualifying exam
- Psychopathology question in qualifying exam
- Monthly faculty meeting agenda item

**How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:**
- Grade of B or higher in Cultural Diversity course.
- Demonstrate in simulation center under observation sensitivity to cultural and ethnic differences across patients
- Minimum ratings of 3 out of 5 for practicum supervisor evaluations of students in areas related to cultural diversity.
- Develop appropriate sampling plan for research study that reflects the population under investigation
- Sensitivity to diversity issues in case conference presentation
- Sensitivity to diversity issues in Masters and dissertation presentation
- Sensitivity to diversity issues in Case Conceptualization question in qualifying exam
- Sensitivity to psychopathology in Case Conceptualization question in qualifying exam
- Discussions at faculty meeting triggers awareness of problems and possible remediation
Clinical Psychology – Military Track Program

I. Overview

The Clinical Psychology – Military Track’s model of training is illustrated in Figure 1. The student will primarily be trained as a broad based clinical psychologist with an appreciation and understanding of the unique aspects of military and public health. Within this broader focus, the student can choose to pursue more extensive mental health or clinical health psychology didactic and clinical training. Figure 1 lists the required knowledge base and expected outcomes of the clinical program. The overall goals of the program are to develop a clinical psychologist with the following qualities: 1) effective provider of mental health services, 2) creative problem solver, 3) critical thinker sensitive to organizational needs and constraints, 4) effective manager and communicator, and 5) ability to evaluate, process and/or outcomes related to a varied range of individual and systems level interventions contributing to an improved quality of health care.

The Clinical Psychology – Military Track trains clinical psychologists who use their scientific training to understand the strengths and limitations of an evidence-based approach to clinical psychology. This training is directed at teaching clinical psychologists to be critical thinkers able
to analyze and apply current and emerging research and to be accomplished providers of evidenced-based psychological services within the military context. The Clinical Psychology – Military Track is designed for students with a background in psychology who wish to pursue clinical practice in military settings.

II. Program Plan

A. Didactic Training

The program's curriculum and resources are directed at creating a learning environment and set of experiences that permit the student to: 1) develop a breadth of knowledge in psychology, 2) develop professional knowledge, skills and attitudes appropriate to specific areas of practice, 3) complete elective academic work and scholarly research, 4) integrate theory, research, and practice through didactic and field training components, and 5) develop sensitivity to and understanding of ways in which cultural and individual diversity affect research and practice.

Students will be required to demonstrate competence in each of the following knowledge and skill areas: 1) Research and Evaluation, 2) Professional Interpersonal Conduct, 3) Assessment, 4) Consultation and Education, 5) Training in Supervision, and 6) intervention. The program plan is designed to assist the student in obtaining competence in the above areas through didactic coursework that focuses on the scientific basis of psychology as well as the foundations of practice. During the final year in the program students will be expected to complete a full time internship. The progression of required coursework across the five years of the training program is provided in the Clinical Psychology Program of Study. A list of required and elective courses is provided on pp. 54-55.

B. Academic Milestones

The major academic milestones for each year of training are provided in Figure 2. Coursework related to the bases of clinical practice is necessary to provide the student with a sound and broad foundation of the theory and practice of clinical psychology. The principles of the program are to expose students to the theoretical and empirical foundations of a wide range of systems of psychotherapy and behavior change as well as provide a sound basis for the understanding and identification of the full range of psychopathology in both mental health and general health contexts. While the details of various assessment and treatment approaches will be covered in courses, it is essential for the USUHS Clinical Psychology Student to understand the theoretical and empirical bases of these approaches. Such an in depth understanding should assist these future psychologists in the critical application of technology and allow them to respond to advancements in knowledge and techniques as an informed professional.

Figure 2. Clinical Psychology – Military Track Program Academic Milestones

<table>
<thead>
<tr>
<th>Year</th>
<th>Requirement</th>
<th>Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First Year Paper</td>
<td>Article (approximately 15-20 pages) based on research</td>
<td>End of Summer Semester</td>
</tr>
</tbody>
</table>
### Ph.D. Qualifying Exams

- Section from General Exam (1 Day)
- Section from Clinical Exam (1 Day)

**End of Spring Quarter**

**Note:** *Beginning in the 2012-2013 academic year, students in the Clinical Psychology – Military Track have the option, with the approval of their faculty advisors, not to do a formal Master’s project. Students who select this option, will have to take a mandatory two-year dissertation preparation course in order to ensure that they have the requisite skills to successfully complete a dissertation.*

### 2 Year Dissertation Prep Course begins

**End of Summer Quarter**

### Second Year Paper/Master’s Thesis

- The 2nd year paper/master’s thesis is an empirical study conducted in close collaboration with advisor.
- Paper to be written in manuscript format appropriate for submission to a peer reviewed journal.
- Submitted in format required by Graduate School for Master’s Thesis

**End of Spring Quarter**

### Written Proposal and Oral Defense for Dissertation

- Complete a research proposal and defend the study to the dissertation committee

**End of Spring Quarter (must be defended before applying for internship)**

### Complete Dissertation

- Dissertation completed, defended, revised (if necessary), and submitted to graduate school

**End of Spring Quarter (must be completed before internship)**

**Note:** It is important to emphasize that in order to complete the academic component of the Clinical Program within the allotted time frame (4 years), all deadlines must be met.

### C. Clinical Training

The USUHS program is based upon the goal of developing clinical psychologists with broad based clinical knowledge, strategic problem solving skills, and general clinical skills in addressing problems related to mental health, physical health and illness, and organizational systems. Given the program's goal of training individuals who will serve the national interest within the uniformed services (Army, Navy, Air Force), particular emphasis is placed on those problems encountered in the uniformed services. While training will provide an optimal basis for effective general clinical practice, emphasis will be placed upon the practice of clinical
psychology within a military and public health context. This will occur in both didactic and clinical training and represents, in part, the unique nature of the USUHS Clinical Psychology Program.

The clinical practicum, clerkship and internship training experiences are designed to provide systematic, progressively intensive training in the application of psychological principles, techniques, and skills to human problems. This field training is graded in intensity and responsibility and is offered sequentially through practica, clerkship and internship.

The field training will be provided by full time and adjunct clinical faculty primarily at USUHS affiliated teaching hospitals and will focus on the development of assessment, intervention, and organization consultation skills for a wide range of problems. This experience will be coordinated and monitored by the full time clinical faculty in the Department.

Every effort will be made to provide a breadth of experience over the four years prior to internship including areas related to: adult, child, adolescent, family, outpatient, inpatient, and organizational consultation.

While the primary practica placements will be at affiliated teaching hospitals, the program also has affiliations with clinical programs in the D.C. area that provide unique training opportunities not available in existing teaching hospitals.

The clerkship (all three summers) represents a more extensive clinical experience under supervision for a minimum of 16 hours per week and maximum of 24 hours per week. This experience will be supervised at a minimum of 1 hour per week by a licensed clinical psychologist from the training facility. The clerkships are offered during the summer quarters. Clinical training will begin in year 1 of the program. Students will have received a minimum of over 1000 hours of clinical experience prior to internship.

The internship is a 12 month intensive training experience provided during the fifth and final year of the program. Training is available at one of the University's main affiliated teaching hospitals (National Naval Medical Center, Walter Reed Army Medical Center, Air Force Malcolm Grow Medical Center) as well as other APA accredited military and civilian facilities throughout the United States.

D. Research Training
The student will work on the faculty member's research team during the first and second year and will complete a research study that may not represent original research but is an offshoot of the research advisor's ongoing program of research. This experience is designed to teach research skills through a mentoring model including the identification and conceptualization of a problem area, critical analyses of existing research, hypothesis generation, experimental design and control, data collection, data analyses and completion of a manuscript suitable for submission for publication in the scientific literature. This process will be accomplished by first completing a brief review of the literature on a specific topic area due the end of the summer quarter in Year 1. An empirical paper based upon this research will serve to meet, in part, the requirements for the master's degree. Beginning in the 2012-2013 academic year, students in the Clinical Psychology
Military Track have the option, with the approval of their faculty advisors, not to do a formal Master’s project. Students who select this option, will have to take a mandatory two-year dissertation preparation course in order to ensure that they have the requisite skills to successfully complete a dissertation. In year three, each clinical student will be required to identify a research topic (doctoral dissertation) that is relevant to and supports the student's training and interests. Each student will work closely with a faculty member in the formulation of the research question(s) and design. The dissertation research is to be completed prior to the onset of the internship.
Clinical Psychology – Medical Track Program

I. Overview

The Clinical Psychology – Medical Track provides training in clinical research. In order to conduct meaningful clinical research students are also trained in evidenced based practice. While students are prepared to become licensed psychologists, the expectation for graduates of this track is a career in clinical research. This program is aimed at training psychologists both academically and clinically to work as researchers. Students in this new track must complete requirements of both Medical Psychology and Clinical Psychology programs.

The Clinical Psychology – Medical Track represents an integration of the Medical Psychology, Research and Clinical Psychology Program curricula. For the Clinical Psychology – Medical Track, the military emphasis is replaced with a major emphasis on clinical research. The student in this track completes requirements for both tracks over a 6-year training period that concludes with an APA accredited internship during the sixth and final year. The Clinical Psychology – Medical Track was developed to provide a cadre of civilians who plan to pursue research focused careers that integrate medical and clinical psychology, clinical research informed by an in depth understanding of research and practice. These careers may be in academic, public health, or medical settings. It is open to civilians only and is designed for a selected group of individuals with proven evidence of commitment to research who wish to train to conduct research using clinical populations.

The Clinical Psychology – Medical Track is consistent with the USUHS mission as an academic health sciences center. It is aimed at training psychologists who are both academically and clinically prepared to work as researchers in academic or various medical settings. This track is designed based on the premise that psychologists conducting physical and mental health-related research and research in health settings need skills in clinical psychology to complement their strong foundation and skills in research. Students in this track have up to two additional years of research, clinical training and experience. They are encouraged to present their research at scientific meetings and are expected to publish research, reviews, chapters and other academic related work during their pre-doctoral training years; in addition to writing at least one grant application related to their own research interests. After completing the program these dual track students are trained to conduct clinically meaningful research and teaching in public health, federal or state government and/ or civilian academic settings.

Both tracks have the same four primary goals, however the relative emphasis on clinical practice and development of professionals who use their scientific training in the context of clinical work, clinical problems solving, program development and evaluation is the hallmark of the Clinical
Psychology – Military Track. Those in the Clinical Psychology – Medical Track, while trained in
evidence based clinical psychology are also trained to conduct clinically meaningful research.

This track emphasizes combined year-round training in health psychology research and the
development of skills in the clinical application of health psychology. The Clinical Psychology –
Medical Track requires completion of both the Medical Psychology Training and Clinical
Psychology Program requirements plus extensive clinical training requirements and completion of
a one year internship to be eligible for clinical licensure.

Please Note. This track is clearly designed for those students who are primarily interested in
a research and an academic career. Those prospective applicants who seek entry into this
track who wish to pursue professional clinical careers are asked to consider other programs.
If you are pursuing a professional clinical career there will be a significant mismatch between
the program's focus and the student's personal goals. Students applying to the Clinical
Psychology – Medical Track must have:

- Demonstrated evidence of motivation and ability to pursue a research/academic
career (e.g., publications, professional presentations).
- b. Career goals consistent with the aim of this research focused program. These
should be detailed in the applicant's Personal Statement.

II. Program Plan

A. Didactic Training

- Year 1 - Med Psych Curriculum
- Year 2 - Med Psych Curriculum; Foundations of Psychotherapy; Psychopathology;
  Ethics in Psychology; Assessment; Practica begin Summer Quarter
- Year 3 - CBT; The Art of Therapy; Brief Dynamic Psychotherapy; Integrative
  Psychotherapy; Epidemiology; *Cultural Diversity; *Social Psychology
- Year 4 - Electives
- Year 5 - Electives

(* offered on alternate years)

A complete listing of required and elective courses is provided on pp. 54-55.

B. Academic Milestones

The major academic milestones for each year of training of the Clinical Psychology – Medical
Track are provided in Figure 3. Coursework related to the bases of clinical practice is necessary to
provide the student with a sound and broad foundation of the theory and practice of clinical
psychology. The principles of the program are to expose students to the theoretical and empirical
foundations of a wide range of systems of psychotherapy and behavior change as well as provide
a sound basis for the understanding and identification of the full range of psychopathology in
both mental health and general health contexts. While the details of various assessment and treatment approaches will be covered in courses, it is essential for the USUHS Clinical Psychology Student to understand the theoretical and empirical bases of these approaches. Such an in-depth understanding should assist these future psychologists in the critical application of technology and allow them to respond to advancements in knowledge and techniques as an informed professional.

**Figure 3. Clinical Psychology – Medical Track Program Academic Milestones**

<table>
<thead>
<tr>
<th>Year</th>
<th>Requirement</th>
<th>Description</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>1-2</td>
<td>Required Courses</td>
<td>o Learning/cognition</td>
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<tr>
<td></td>
<td></td>
<td>o Social psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Stats 1 - 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Methods 1 - 2</td>
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<tr>
<td></td>
<td></td>
<td>o Medical Psychology</td>
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<td>o Health Psychology</td>
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<td>o Pathophysiology</td>
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<td>o Pharmacology</td>
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<td></td>
<td>o Department Seminar</td>
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<tr>
<td></td>
<td></td>
<td>o Electives</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ph.D. Qualifying Exam</td>
<td>Section from General Exam (2 Days)</td>
<td>End of Spring Quarter</td>
</tr>
<tr>
<td>2</td>
<td>Second Year Paper/Master's Thesis</td>
<td>o Empirical study conducted in close collaboration with advisor. Paper to be</td>
<td>End of Summer Quarter</td>
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<tr>
<td></td>
<td></td>
<td>written in manuscript format appropriate for submission to a peer reviewed</td>
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<td>journal</td>
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<td></td>
<td>o Submitted in format required by Graduate School for Master's Thesis</td>
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<tr>
<td>3</td>
<td>Third Year Review Paper</td>
<td>Major review article written in style of Psych Bulletin or grant proposal</td>
<td>End of Spring Quarter</td>
</tr>
<tr>
<td>4 - 5</td>
<td>Research And Dissertation</td>
<td>Necessary pilot work and committee review, data collection and write-up of</td>
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<td></td>
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<td>dissertation.</td>
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</table>
C. Clinical Training

Placements

The clinical practicum, clerkship and internship training experiences are designed to provide systematic, progressively intensive training in the application of psychological principles, techniques, and skills to human problems. This field training is graded in intensity and responsibility and is offered sequentially through practica, clerkship and internship.

The field training will be provided by full time and adjunct clinical faculty primarily at USUHS affiliated teaching hospitals and will focus on the development of assessment, intervention, and organization consultation skills for a wide range of problems. This experience will be coordinated and monitored by the full time clinical faculty in the Department.

Summary:

- Clinical training begins Summer Quarter Year 2
- 3 Summer Clerkships (Year 2, Year 3, Year 4)
- 9 Quarters of Practica (Year 3, Year 4, Year 5)
- Case Conference (monthly)
- Internship (Year 6)

D. Research Training and Requirements

Active involvement in research is a continuing requirement through the graduate student’s career. Initially, this research is directed and supervised by the student’s faculty advisor. Later, the student is expected to develop an ongoing individual research program and take major responsibility for planning and implementing studies.

Upon entry into the program, students are matched with a primary advisor and are expected to become involved in ongoing research. These assignments are based on student and faculty interests and are reviewed by the Director of Graduate Studies. Students typically work with their advisor in research, but students may do research with adjunct faculty or faculty other than their primary advisor. In such cases, the advisor continues to monitor student progress in consultation with the other faculty.

All students are expected to be active in research throughout their graduate career. During the second year, students must complete a research project that is required for advancement to candidacy, and which usually forms the basis of a Master's thesis. This work involves the development of a research problem, hypotheses, and design in collaboration with the research advisor. The student then will be responsible for conducting the study and analyzing the data. Finally, the study is written up in a form suitable for publication. The study may be on any topic in health and behavior that is agreeable to both student and advisor. The written Master's thesis is reviewed by the research advisor and by two other faculty members.
In the third year, each student must select a suitable topic and prepare either a review paper in the style of Psychological Bulletin or an NIH-style grant proposal. This third year paper must be read and approved by two faculty members. The purpose of this paper is to familiarize students with the process of organizing and preparing reviews of research literature and/or writing grant applications. This paper must be completed and approved before beginning the doctoral dissertation research project.

The doctoral dissertation, begun during the third, fourth or fifth year, is a study that is initiated, designed, conducted, analyzed, written, and presented by the student. Dissertations are written in a standard format; students must critically review relevant literature, formulate a problem, derive testable hypotheses, design a study that would stand up to methodologic evaluation, analyze and explain results, and place the study in a broader context. The doctoral work is supervised by a four-person, (or more), committee.

Prior to beginning data collection for the doctoral dissertation, an oral exam is held to assess the student's knowledge of their specialty area and to review the dissertation design. The committee must be composed of at least three faculty members in the Department of Medical and Clinical Psychology, and at least one faculty member who is from another academic department at USUHS. Upon completion of the dissertation, the committee administers a final oral examination, and the student presents a public lecture on the dissertation research.

Because most students spend their first year participating in ongoing research and continue to develop independent lines of study within established projects, the availability of ongoing research programs is crucial. The faculty members in Medical and Clinical Psychology have been active in establishing research programs, and each has several current projects. Opportunities for student involvement in these projects range from planning and formulation of hypotheses and study design to conduct, analysis, and presentation of findings.

E. Teaching Assistant Requirements

- TA for at least 2 courses during Years 2 and 3 and at least 1 course in Year 4
I. Overview

The graduate program in Medical Psychology at the Uniformed Services University of the Health Sciences (USUHS) was initiated in 1979, and is designed to provide graduate instruction and research training leading to the Ph.D. degree. Students in the program typically have a background in psychology, biology, or life sciences and pursue research in a field combining psychology with the biomedical sciences. Basic and applied approaches to health psychology and behavioral medicine are emphasized, focusing on the study of psychosocial, psychobiological, and behavioral factors in the etiology, prevention, and treatment of illness, substance abuse, and relationships between physical and mental health. The emphasis of this program is the training of scientist and educators.

Health psychology, behavioral medicine, and medical psychology all refer to aspects of the study of behavioral processes in health and illness, health promotion, rehabilitation, and treatment. This broad and exciting field has grown rapidly over the past 30 years. In 1978, a Division of Health Psychology was created within the American Psychological Association, and it has grown into a large division with over 3,000 members and thousands subscribe to its journal, Health Psychology. Also in 1978, the Academy of Behavioral Medicine Research was founded, and soon thereafter, the Society for Behavioral Medicine was founded. Department members have assumed positions of leadership in all of these organizations and have contributed to the growth of this new field.

II. Program Plan

A. Didactics

All students in the Medical Psychology Program must complete a series of required courses during the first two years of study. Introduction to Medical Psychology and seminars in Behavioral Medicine/Health Psychology acquaint the student to the field. These courses consist of three hours of lecture per week (lectures are given by all members of the faculty) and three hours of seminar per week that address topics such as stress, pain, cardiovascular disease, cancer, compliance, prevention, smoking, eating disorders, and substance abuse.
In addition, all students must complete courses in statistics and experimental design, research methods, learning principles, cognitive psychology, social psychology and the history of psychology. Students also are required to complete pathophysiology, physiology, and pharmacology courses taught in the School of Medicine and Graduate School of Nursing.

Along with these required courses, students take electives that reflect various specialties in psychology and in the study of behavior and health. These electives include courses such as psychopathology, developmental psychology, behavioral factors in chronic disease, appetitive behaviors, neuroscience, psychopharmacology, psychophysiology, neuropsychology, neuroscience, epidemiology, and advanced statistics. During the second year of study, students are required to take two elective courses per quarter, at least one of which must be offered in the department. Therefore, students take 2-4 electives in Medical Psychology during the second year.

During the third year, students must take at least one elective each quarter. There is no required coursework in the fourth or fifth years when the student's time is focused on dissertation and other research, but students are encouraged to continue to take relevant electives.

A list of required and elective courses is provided on pp. 54-55.

Ph.D. Qualifying Examination

A written examination is administered at the end of the second year. This examination is oriented toward developing students' ability to integrate specific areas of psychology. This exam must be passed before students are advanced to candidacy and apply for the Ph.D. degree.

B. Research Training

The graduate training program in medical psychology is a research training program. Many aspects of the study of health and behavior are included, but research is the principal focus of training and activity in the Medical Psychology track, and active involvement in research is a continuing requirement through the graduate student's career. Initially, this research is directed and supervised by the student's faculty advisor. Later, the student is expected to develop an ongoing individual research program and take major responsibility for planning and implementing studies.

Upon entry into the program, students are matched with a primary advisor and are expected to become involved in ongoing research. These assignments are based on student and faculty interests and are reviewed by the Director of Graduate Studies. Students typically work with their advisor in research, but students may do research with adjunct faculty or faculty other than their primary advisor. In such cases, the advisor continues to monitor student progress in consultation with the other faculty.

All students are expected to be active in research throughout their graduate career. During the second year, students must complete a research project that is required for advancement to candidacy, and which usually forms the basis of a Master's thesis. This work involves the
development of a research problem, hypotheses, and design in collaboration with the research advisor. The student then will be responsible for conducting the study and analyzing the data. Finally, the study is written up in a form suitable for publication. The study may be on any topic in health and behavior that is agreeable to both student and advisor. The written Master's thesis is reviewed by the research advisor and by two other faculty members.

After successfully completing course work, the Ph.D. Qualifying Examination, teaching assistant assignments, a research paper (i.e., a full draft of the master's thesis), and identifying a Ph.D. thesis advisory committee, students are advanced to Ph.D. candidacy. Students then are expected to begin to function as independent investigators. Collaboration with their advisor and other faculty continues, but emphasis is placed on the transition from student to professional and from research "apprentice" to independent scientist. Students are expected to take primary responsibility for the "third year paper" and for research studies and to complete them before beginning work on their doctoral dissertation. The bulk of this work is during the third and fourth years of study.

In the third year, each student must select a suitable topic and prepare either a review paper in the style of Psychological Bulletin or an NIH-style grant proposal. This third year paper must be read and approved by two faculty members. The purpose of this paper is to familiarize students with the process of organizing and preparing reviews of research literature and/or writing grant applications. This paper must be completed and approved before beginning the doctoral dissertation research project.

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Because most students spend their first year participating in ongoing research and continue to develop independent lines of study within established projects, the availability of ongoing research programs is crucial. The faculty members in Medical and Clinical Psychology have been active in establishing research programs, and each has several current projects. Opportunities for student involvement in these projects range from planning and formulation of hypotheses and study design to conduct, analysis, and presentation of findings.

Summary of Requirements for the Ph.D. Degree
1. Satisfactory completion of 12 credit hours per quarter (graded or ungraded) and teaching assistant work.
2. Passing grade on Ph.D. qualifying examination (end of 2nd year).
3. Completion of satisfactory research project (2nd year).
5. Completion of satisfactory review paper or grant proposal (3rd year).

**C. Academic Milestones**

<table>
<thead>
<tr>
<th>Year</th>
<th>Requirement</th>
<th>Description</th>
<th>Due Date</th>
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<tr>
<td>1-2</td>
<td><strong>Required Courses</strong></td>
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<td></td>
<td>o Learning/cognition</td>
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<td>o Electives</td>
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<tr>
<td>2</td>
<td>Ph.D. Qualifying Exam</td>
<td>Section from General Exam (2 Days)</td>
<td>End of Spring Quarter</td>
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<tr>
<td>2</td>
<td>Second Year Paper/Master's</td>
<td>o Empirical study conducted in close collaboration with advisor. Paper to be written in manuscript format appropriate for submission to a peer reviewed journal</td>
<td>End of Summer Quarter</td>
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<tr>
<td></td>
<td>Thesis</td>
<td>o Submitted in format required by Graduate School for Master's Thesis</td>
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<tr>
<td>3</td>
<td>Third Year Review Paper</td>
<td>Major review article written in style of Psych Bulletin or grant proposal</td>
<td>End of Spring Quarter</td>
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<tr>
<td>4 - 5</td>
<td>Research And Dissertation</td>
<td>Necessary pilot work and committee review, data collection and write-up of dissertation.</td>
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</table>
Applying to Department Programs

Detailed information on application procedures can be found on the Graduate Education Office (GEO) website. All applications are submitted to GEO. GEO works with applicants to make sure applications are complete. Once complete, the application is forwarded to MPS for review. These procedures are summarized below. Please note, in addition to the GEO requirements, additional applicant requirements apply for:

a. Applicants to clinical programs. You must also complete the Graduate Application Addendum for Clinical Psychology Doctoral Program in addition to the main application form. You can access this form on the USU MPS web site.
b. Military applicants or civilians seeking admittance to the military clinical program must also contact the service they are applying to (Army, Air Force, Navy) for specific requirements and procedures.

The additional requirements are described below.

Applications are judged based on student GPA, GRE scores, educational background and experience. Here are admission requirements and recommendations:

**GPA.** Students admitted to this program typically have an overall undergraduate GPA ranging from 3.4 - 3.8. However, students with a lower GPA may be considered for admission based upon other strengths in their applications.

**GRE.** GRE scores MUST be from an exam taken within the past TWO YEARS to be accepted. GRE scores (Verbal + Quantitative) of 300 or greater are preferred, and students admitted to this program typically have GRE scores ranging from 310-325. However, students with lower GRE scores may be considered for admission based upon other strengths in their applications. GRE waivers are not granted.

**Educational background and Experience.** Undergraduate psychology coursework and experience is preferred, but not required for admission. Many students in the department come from diverse educational backgrounds. All applicants with clearly demonstrated strengths in math, science, and writing will be considered. Coursework in statistics, chemistry, and biology, as well as clinical and/or research experience is encouraged.

**Application Packet Checklist:**

To be considered for admission, applicants must complete, print, and submit an online application form, submit official test results to USUHS, and mail application packet materials to the Graduate Education Office. The application checklist is detailed below.
Online Application Form

All applicants will need to complete the Graduate Education Office's online application. Application requirements are summarized on the following website: http://www.usuhs.mil/graded/application.html.

The application form consists of the following:

- ACADEMIC STATEMENT OF PURPOSE: You will need to write the statement using a word processing program, copy it, and paste it into the online application window. For tips on writing your personal statement, click the link http://www.usuhs.mil/graded/geofaq.html#persstate. In your statement of purpose, please identify

- PERSONAL INFORMATION: Personal data, education information, test scores, etc.

Prior to submitting your application online, you must print the application. Once you have a hard copy of the application, hit the "submit" button on the website.

Official Test Results

- GRE scores MUST be from an exam taken within the past TWO YEARS to be accepted. GRE waivers are not granted.
- You need to request that ETS (Educational Testing Services) send your GRE scores to the USU Graduate Education Office. To request scores, use the USU Institution code, which is 5824. It is not necessary to specify any other departmental code. The School Code for the GRE is 5824 for both the Department and Institution code. We are not able to accept copies or unofficial score reports.
- You can access the testing service website at www.gre.org. From the time you request for your scores to be sent from ETS, it takes about a month for them to be received and then processed in the admissions office. Please plan ahead!

Mailed Application Packet

The mailed application packet has four components: 1) a hard copy of the application form, 2) a hard copy of the application addendum to the Medical and Clinical Psychology department, 3) official transcripts, academic coursework, and degrees earned, and 4) letters of recommendation. Mail the following application packet materials to the following address:

Uniformed Services University
Graduate Education Office
Building A, Room A1045
4301 Jones Bridge Road
Bethesda, Maryland 20814-4799
Hard Copy of Application Addendum

You must complete the Graduate Application Addendum for Clinical Psychology Doctoral Program in addition to the main application form. You can access this form on the USU MPS web site.

Official Transcripts, Academic Coursework and Degrees Earned

You must provide hard copy official transcripts of ALL work beyond secondary school: undergraduate coursework, graduate coursework, study abroad courses, community college courses, and non-degree courses. A transcript is official when:

- Submitted to the Graduate School in an envelope which is issued by the institution and sealed by your university's Registrar's office (or equivalent office);
- Requested from the appropriate institution's Registrar, returned to you, and included unopened in your self-assembled application packet for mailing.

Letters of Recommendations

Three (3) official letters of recommendation (LOR) are required by the USU Graduate Education Office. All official letters of recommendation must:

- Be printed on letterhead
- Contain an original signature
- Be placed in a sealed envelope with the recommender's signature across the flap
- Be mailed into the Graduate Education Office (no electronic submissions will be accepted)

Persons writing these LORs must be in positions that permit the appraisal of the applicant's potential for graduate study. LORs can be written by both military and civilian personnel.

Contact Graduate Education Office to Check Receipt of Your Materials

Contact the USU Graduate Education Office via phone at 800-772-1747 or via e-mail at graduateprogram@usuhs.edu to confirm your application packet is complete. Please allow up to two (2) weeks for processing of your materials.

If you have questions about the application process, please contact the Graduate Education Office or visit the FAQ website: http://www.usuhs.mil/graded/geofaq.html Military Ph.D. Applicants
Military PhD Programs: Additional Application Procedures

The USUHS Department of Medical and Clinical Psychology offers two military-track Ph.D. programs for active duty military students. Military students can earn a doctorate in either Clinical Psychology or Medical Psychology.

Applicants to the military-track Ph.D. programs in Clinical Psychology or Medical Psychology do not need to be on active duty at the time of their application. It is common for reserve, guard, enlisted, and civilian students to apply to the military-track Ph.D. programs and then commission as an officer before coming to USUHS. As active duty military officers, military students earn regular base pay, basic allowance for housing (BAH), and basic allowance for sustenance (BAS) while attending USUHS.

Information for All Military Applicants

Some eligibility criteria and application procedures vary by service branch. For applicants considering multiple service branches, choice and assignment to a particular service will depend on the applicant's preferences, the service's preferences, and the availability of training positions in the individual services. There are no tuition costs at USU. Students are responsible for textbook costs (although some services reimburse for textbook costs). There are no application fees. All military track applicants must be United States citizens and must have a bachelor's degree. All applicants must complete the Graduate Education Office's ONLINE application for Admission to Graduate Study available at: https://gapp.usuhs.mil. For application requirements and instructions please visit http://www.usuhs.edu/graded/application.html.

In addition to completing the application, applicants must provide: a personal statement of goals, reasons to attend this program in particular (i.e., Ph.D. in Clinical Psychology - Military Track or Ph.D. in Medical Psychology), area of research interest and faculty members with whom you might work, and time and experience relevant to military psychology; official transcripts of course work at all universities or colleges attended; three letters of reference from individuals familiar with the academic work, scientific achievements, and clinical experience/aptitude of the applicant; and scores on the Graduate Record Exam (GRE) (the Advanced Test in Psychology is not required). Visit ETS.ORG or call 1-800-GRE-CALL for GRE test location options.

The student selection process involves active participation of core faculty members and adjunct military faculty to assess aptitude for a career in Military Clinical Psychology. Prior military achievement relevant to successful attainment of program goals and objectives also is evaluated. The final selection process includes formal interview of those students who have been determined to be of acceptable quality and interest from written application information. Students admitted to this program typically have an overall undergraduate GPA ranging from 3.4 - 3.8 and GRE scores ranging from 310 - 325. However, students with lower GPA and/or GRE may be considered for admission based upon other strengths in their applications.

All materials must be received by the Graduate Education Office (GEO) by the deadlines shown below. The academic year begins at the end of August. Successful applicants, therefore, should be prepared to report to USUHS by mid-August.
## Overview of Service-Specific Information

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<tr>
<th>Service Branch</th>
<th>U.S. Air Force</th>
<th>U.S. Army</th>
<th>U.S. Navy</th>
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<tr>
<td># of Personnel Typically Selected</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
| Eligible | All Active Duty AF  
All Others will be considered | MSC Officers  
All Others will be considered | All Navy Personnel  
All Civilians |
| Application Deadline for Admission in Fall 2015 | December 1, 2014 | Please review US Army message for deadline | December 1, 2014 |

**AF – Air Force**  
**MSC – Medical Service Corp**
Information for Air Force Applicants

Active-duty military incur a service obligation of seven years. Internships and post-doctoral fellowships are not credited toward satisfying this obligation. Interested applicants should contact the individuals listed below for details.

Mr. Kevin Smith  
Phone: 210-565-2775  
Email: kevin.smith.86@us.af.mil

Col Christopher S. Robinson, USAF, BSC  
SG Consultant, Clinical Psychology  
Deputy Director, Mental Health Division (SGHW)  
Air Force Medical Operations Agency (AFMOA)  
Email: christopher.robinson@us.af.mil  
Comm: (210) 395-9040; DSN: 969-9040

All interested military-track applicants for the U.S. Air Force are encouraged to contact the student representative listed below:

US Air Force Student Representative  
Lt Andrea Weiss  
Email Contact: afmps@usuhs.edu

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<tr>
<th>Service Branch</th>
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<tbody>
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<td># of Personnel Typically Selected</td>
<td>2</td>
</tr>
</tbody>
</table>
| Eligible | All Active Duty AF  
All Others will be considered |
| Application Deadline for Admission in Fall 2015 | December 1, 2014 |
| Interviews for Admission in Fall 2015 | March, 2014 |
*Information for Army Applicants*

The U.S. Army requires that applicants are on active duty with the Medical Service Corps (MSC) and apply sometime between the 5th and 13th year of Active Federal Commissioned Service. Candidates have been considered in the past that are not MSC officers or outside the eligibility rules with the understanding there is no guarantee they may enter the program. Recently some applicants have been accepted that were not MSC officers and have transferred to the MSC branch.

Active-duty military incur a service obligation of seven years. Internships and post-doctoral fellowships are not credited toward satisfying this obligation. Interested applicants should contact the individuals listed below for details.

**MAJ Deborah Engerran, Psy.D., ABPP**  
Email: deborah.a.engerran.mil@mail.mil

**COL Stephen Bowles, Ph.D.**  
Phone: (202) 685-2271  
Email: stephen.bowles@ndu.edu

All interested military-track applicants for the U.S. Army are encouraged to contact the student representative listed below:

**US Army Student Representative**  
CPT Sarah McCreight  
Email Contact: amps@usuhs.edu

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All Others will be considered |
| Application Deadline for Admission in Fall 2015 | December 1, 2014 |
| Interviews for Admission in Fall 2015 | January, 2015 |
Information for Navy Applicants

Civilian applicants who join the Navy will be obligated to seven years active duty service plus six years listing on the individual ready reserve (IRR) roster. Active-duty military incur a service obligation of seven years. The pre-doctoral internship is not credited toward satisfying this obligation.

All applicants for the Navy slots who are on active duty in the Navy Medical Service Corps must be approved by the MSC DUINS board in order to be considered for the USUHS clinical psychology program. (Approval by the DUINS board does not guarantee selection for the USUHS program). In accordance with DoD Directive 6010.20 (Section 6.2.3.1.2), Navy personnel (officer and enlisted), other than Medical Service Corps officers, and personnel from other service branches "must have approval and sponsorship, in writing, from their parent Service" in order to apply to the University. The written approval must be submitted to the Graduate Education Office as part of the application. Applications from active duty service members that do not include written approval will not be considered in the selection process.

Navy officers, other than Medical Service Corps officers, must meet the transfer or redesignation requirements of OPNAVINST 1210.5, "Lateral Transfer/Redesignation and Augmentation of Officers in the Navy," December 24, 2005. Navy officers on extended active duty must submit a contingent resignation to BUPERS (PERS-813) via the chain of command, per MILPERSMAN 1920-170, "Contingent Resignation for Acceptance to Attend Medical Training under the Armed Forces Health Professions Scholarship Program (AFHPSP) or at the Uniformed Services University of the Health Sciences (USUHS)," March 16, 2006.

Interested applicants should contact the individuals listed below for details.

Eric Getka, Ph.D.
Phone: 301-295-2476
Fax: 301-295-6720
(703) 588-6206 DSN 425-6206

CDR John Ralph, Ph.D.
Phone: 301-295-0500
Fax: 301-295-6720
Email: john.ralph@med.navy.mil
Comm 210-395-9041; DSN 969-9041

All interested military-track applicants for the U.S. Navy are encouraged to contact the student representative listed below:

US Navy Student Representative
Brendan Finton, M.A.
LTJG, MSC, USN
Graduate Student
<table>
<thead>
<tr>
<th>Service Branch</th>
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<td>March, 2015</td>
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Additional Information for Civilian Applicants

The USUHS Department of Medical and Clinical Psychology offers two Ph.D. programs for civilian students. Civilian students can earn a doctorate in either Medical Psychology or Clinical Psychology – Medical Track. **Application Deadline is December 1, 2014 for Admission in Fall 2015.**

Applicants to the civilian-track Medical Psychology or Clinical Psychology – Medical Track programs do **not** incur any military or national service obligation after graduation. There are no tuition costs at USUHS. Most civilian students in the Department are receiving or have received some form of financial support during their first three years. Please refer to the Financial Support section of the Graduate Education Office for further information at http://www.usuhs.mil/graded/prospectivestudents.html#finaid. An excerpt from the Graduate Education Office on financial aid for 2011-2012 follows.

*The University offers stipends on a competitive basis to civilian doctoral students who are U.S. citizens or permanent residents. For academic year 2011-2012, USU-supported stipends were $27,000 for entering students and $28,000 after Advancement to Candidacy. University support for the stipend is for the first 3 years. Subsequent support is obtained from research grants and fellowships. Stipends for International students are also available through the HJF Endowment for Graduate Education. Doctoral Programs occasionally admit civilian students without stipend support. Masters degree students are not eligible to receive stipend support.*

*In addition to the USU stipend, three Deans Special Fellowships are available on a competitive basis to recognize the outstanding scholarship and academic credentials of selected students. The stipend for this Fellowship will is $5,000/year above the standard stipend for the duration of the 3 years of USU-stipend support.*

*The Henry M. Jackson Foundation for the Advancement of Military Medicine (HJF) annually provides support for senior graduate fellowships. The three, 1-year Fellowships are competitively awarded to outstanding USU civilian graduate student doctoral candidates in the USU School of Medicine Graduate Programs.*

*The Emma L. Bockman Award was created through the HJF Foundation to encourage and support scholarly endeavors of USU students. In her memory, the Emma L. Bockman Memorial Award has been established to keep her academic ideals and quest for knowledge alive. The recipient of the graduate student award is selected competitively primarily based upon the applicant's research efforts, but also academic performance and community service.*

The website to submit an application for Admission to Graduate Study is [https://gapp.usuhs.edu](https://gapp.usuhs.edu).

The Uniformed Services University Graduate Programs do not discriminate against race, ethnicity, religion, gender, national origin, age disability, marital status, political affiliation or sexual orientation.

Please contact the Graduate Education Office at 800-772-1747 for any additional information concerning the application.
Internal Candidates for Admission to the Clinical Psychology – Medical Track

If a student currently enrolled in the Medical Psychology Program is interested in entering the Clinical Psychology – Medical Track, he/she must submit a curriculum vitae, a personal statement, and a letter of recommendation from their major advisor. Additional admission requirements include:

- Personal statement defining career goals.
- 2. USUHS GPA of 3.5 or better.
- 3. Demonstrated research productivity to include publications in peer reviewed literature and/or professional presentations at scientific meetings
- 4. A letter of recommendation from the major advisor.
- 5. Advancement to candidacy by the beginning of Fall Quarter year three:
  - Completion of 2nd year paper
  - Successful completion of Ph.D. qualifying exams
  - Completion of requisite coursework.
- 6. Successful completion of two clinical courses:
  - Psychopathology during Year 2
  - Ethics during Year 2.
The next section contains a listing of the required coursework by program. Courses designated as “R” are required and electives are designated as “E.”

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<tr>
<th>COURSE TITLE</th>
<th>MED</th>
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<tr>
<td>Physiological Bases of Health and Disease (MPO1000)</td>
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<td>Public Policy in the Context of Military &amp; Federal Health Care</td>
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<td>(MPO1002)</td>
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<tr>
<td>Experimental Statistics (ID0502), annual for 2 consecutive quarters</td>
<td></td>
<td>E</td>
<td>E*</td>
</tr>
<tr>
<td>Ethics and the Responsible Conduct of Research (ID0704)</td>
<td></td>
<td>R</td>
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<tr>
<td>Military Psychology I: Organizational &amp; Industrial (MPO301)</td>
<td></td>
<td>E</td>
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<tr>
<td>Military Psychology II: Clinical Applications (MPO302)</td>
<td></td>
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<tr>
<td>Stress and Trauma in the Military Context (MPO303)</td>
<td></td>
<td>E</td>
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<tr>
<td>Clerkship I (MPO401)</td>
<td></td>
<td>N/A</td>
<td>R</td>
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<tr>
<td>Clerkship II (MPO402)</td>
<td></td>
<td>N/A</td>
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<tr>
<td>Clerkship III (MPO403)</td>
<td></td>
<td>N/A</td>
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<tr>
<td>Practicum</td>
<td></td>
<td>N/A</td>
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<tr>
<td>Internship</td>
<td></td>
<td>N/A</td>
<td>R</td>
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<tr>
<td>Art of Psychotherapy (MPO410)</td>
<td></td>
<td>N/A</td>
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<tr>
<td>Psychophysiology (MPO502)</td>
<td></td>
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<tr>
<td>Social Psychology (MPO505)</td>
<td></td>
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<td>R</td>
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<tr>
<td>Personality Theory (MPO506)</td>
<td></td>
<td>E</td>
<td>E</td>
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<tr>
<td>Appetitive Behaviors (MPO509)</td>
<td></td>
<td>E</td>
<td>E</td>
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<tr>
<td>Stress (MPO510) (not currently active)</td>
<td></td>
<td>E</td>
<td>E</td>
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<tr>
<td>Psychopharmacology (MPO511)</td>
<td></td>
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<tr>
<td>Physiological Basis of Behavior (MPO513)</td>
<td></td>
<td>R**</td>
<td>E</td>
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<tr>
<td>Psychology of Learning (MPO514)</td>
<td></td>
<td>R*</td>
<td>R*</td>
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<tr>
<td>Behavioral Factors in Chronic Disease (MPO515)</td>
<td></td>
<td>E</td>
<td>E</td>
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<tr>
<td>Advanced Statistics (MPO518)</td>
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<td>E</td>
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<tr>
<td>History &amp; Systems in Psychology (MPO519)</td>
<td></td>
<td>R</td>
<td>R</td>
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<tr>
<td>Psychopathology (MPO526)</td>
<td></td>
<td>E</td>
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<tr>
<td>Ethics in Psychology (MPO527)</td>
<td></td>
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<tr>
<td>Foundations of Intervention: Cognitive-Behavioral (MPO529)</td>
<td></td>
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<tr>
<td>Foundations of Intervention: Group Psychotherapy (MPO530)</td>
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<td>R</td>
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<td>Lifespan Development (MPO532)</td>
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<td>Neuropsychology (MPO533)</td>
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<td>Planning, Implementing, &amp; Evaluating Human Service Programs (MPO534)</td>
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<td>Cultural Diversity: Research and Practice (MPO536)</td>
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<td>Clinical Assessment: I (MPO537)</td>
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<td>Clinical Assessment: II (MPO538)</td>
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<td>R</td>
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<td>Cognitive Psychology (MPO539)</td>
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<td>R*</td>
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<tr>
<td>Brief Psychodynamic Therapy (MPO541)</td>
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<td>R</td>
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<tr>
<td>Foundations of Intervention: Marital and Couples Therapy (MPO543)</td>
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<td>Ambulatory Assessment in Behavioral Medicine (MPO544)</td>
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<tr>
<td>Integrative Psychotherapy (MPO545)</td>
<td>E</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Foundations of Psychotherapy (MPO546)**</td>
<td>E</td>
<td>R</td>
<td>R</td>
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<tr>
<td>Med Psych Seminar (Department Seminar) (MPO601)</td>
<td>R</td>
<td>R</td>
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<tr>
<td>Health Psychology (MPO605)</td>
<td>R</td>
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<tr>
<td>Tutorial in Medical Psychology (MPO701)</td>
<td>E</td>
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<tr>
<td>Special Topics in Medical &amp; Clinical Psychology (MPO801)</td>
<td>E</td>
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<tr>
<td>Selected Topics in Psychopharmacology (MPO803)</td>
<td>E</td>
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<tr>
<td>Research Methods &amp; Complex Human Experimentation I (MPO901)</td>
<td>R</td>
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<tr>
<td>Research Methods &amp; Complex Human Experimentation II (MPO902)</td>
<td>R</td>
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<tr>
<td>Research in Medical Psychology (MPO903)</td>
<td>R</td>
<td>R</td>
<td>R</td>
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<tr>
<td>Dissertation Research (MPO999), after PhD proposal approved</td>
<td>R</td>
<td>R</td>
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<tr>
<td>Introduction to Neuroscience (NSO506)</td>
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<tr>
<td>Biostatistics I (PMO503)</td>
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<td>E</td>
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<tr>
<td>Biostatistics II (PMO504)</td>
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<td>E</td>
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<tr>
<td>Biostatistics III (PMO508)</td>
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<td>E</td>
</tr>
<tr>
<td>Intro to Epidemiology (PMO511)</td>
<td>E</td>
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<td>R</td>
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<tr>
<td>Epidemiologic Methods (PMO512)</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Advanced Epidemiologic Methods (PMO513)</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Health Systems (PMO526)</td>
<td>E</td>
<td>R*</td>
<td>E</td>
</tr>
</tbody>
</table>

Note: Any other USUHS course can be taken as an E, if supervisor approves.

R# = required to do at least one of Cognitive Psychology, Psychology of Learning
R* = Military track required to take at least 1 course in Preventative Medicine and Biometrics or MPO1002 "Public Policy in the Context of Military & Federal Health Care" (2 cr.)
**Classes from revised MS courses overseen by Dr. Grunberg

Minimum of 12 hours (R + E) per quarter, including the summer quarter

**Note: Master's thesis is optional for the 2013 Military track**
If a military students elects not to complete a Master's thesis then they should complete a Dissertation Seminar scheduled to begin in their third year
Academic Milestones

The next section contains supplementary information to guide students through academic milestones relevant to their program and track.

For official forms, students should visit sites.google.com/a/usuhs.edu/mps-members/academic-milestones/forms-for-students.
First Year Paper, Master's Thesis, and Advancement to Candidacy: Questions and Answers

1st Year Paper (Military Track only) and Master's Thesis (optional for military, required for all other tracks)

Question 1: Is there a standard department format for the 1st year paper?

Answer: No, there is no standard department format for the 1st year paper. Each faculty advisor will discuss his or her expectations with the student.

Question 2: When is the formal deadline for the 1st year paper?

Answer: It is expected that students complete the 1st year paper by the end of August of the first year (i.e., a couple of weeks into the second year).

Question 3: Who is in charge of reviewing the 1st year paper?

Answer: The student's research advisor will be the only reviewer of the 1st year paper.

Question 4: What is the documentation needed to note the completion of the 1st year paper requirement?

Answer: The student's advisor will send a memo or email to the Director of Graduate Studies informing him of the satisfactory completion of this requirement.

Question 5: Are there any departmental restrictions for the Master's thesis project?

Answer: There are no departmental restrictions. However, the student is responsible to discuss the details of the project with his or her advisor and committee members in order to have the opportunity to receive diverse perspectives on topic and methods. The study may involve the collection of new data or it may involve analysis of archival data.

Question 6: At what point should the student form his or her Master's thesis committee?

Answer: We recommend that students begin the process of forming a thesis committee during the 1st or 2nd quarter of their second year in the program.
**Question 7:** Who chairs the Master's thesis committee?

Answer: The student’s research advisor chairs the Master’s thesis committee.

**Question 8:** Who can be recruited as a Master’s thesis committee member?

Answer: In addition to the student’s advisor, two faculty members from the Medical & Clinical Psychology Department (primary or secondary appointments) generally participate in the committee. Additional members may be added if deemed useful. Note that, if a student wants to include a faculty member from a different department at USUHS (or from a different university) this may be permissible assuming that the advisor and the other committee member are both in agreement. In addition, the Director of Graduate Studies should be informed of this arrangement. (Note - there are no GEO restrictions on the composition of Master’s Committees - the rules are Program dependent). The composition of the committee can be changed at any time prior to the dissemination of the Master’s thesis to the two other committee members, providing that the DGS is in agreement. The composition of the committee can be changed after the dissemination of the Master’s thesis to the two other committee members, providing that the MPS faculty are in agreement.

**Question 9:** How should the student approach a faculty member to serve in his or her Master’s thesis committee?

Answer: A student should first consult with his or her research advisor. Following this consultation, the student should arrange a meeting with other faculty members in order to describe the study and to formally request faculty participation in the committee. The recruitment of the two other faculty members can occur before the study is initiated, during the study, or after study completion. (If they are recruited prior to study initiation, they can potentially make a greater contribution to the study).

**Question 10:** Does the Master’s committee meet with the student as a group or individually?

Answer: The student will meet individually with each faculty member in the committee if needed. There are no scheduled formal group meetings for the Master’s project.

**Question 11:** When is the formal deadline for the Master’s thesis?

Answer: It is expected that students distribute their completed Master’s thesis to their committee by the end of August of their second year in the program. Students are expected to present the data from their master’s project at the departmental seminar (MPO601) in the Spring quarter of either their 2nd year (if ready) or their 3rd year.

**Question 12:** Are students encouraged to publish their Master’s thesis?

Answer: Yes. A key aspect of research is communicating new knowledge to the field.
The decision about the Master’s thesis length is left up to the research advisor and the thesis committee. Some faculty members may request a format that is similar to a journal submission in order to encourage students to have a publication ready document. Other faculty members may require a more in-depth analysis of the topic in writing and require a longer manuscript length. Students who seek to submit their Master’s thesis for publication should discuss procedures with their research advisor.

**Question 13: What is a second year paper? How does it differ from a Master’s thesis?**

**Answer:** Often, the second year paper is a complete draft of the Master’s thesis that is approved by the advisor. While the draft should be complete in the sense that it contains all relevant sections (e.g., introduction, methods, etc...) it does not need to be a final draft that is ready for committee review prior to or on the August 15th deadline. The second year paper can also be a complete draft of a manuscript that could be submitted (but does not have to be) for publication. Again, it does not need to be a final draft that is ready for committee review prior to or on the August 15th deadline. In addition, the second year paper may be a separate project from the Master’s thesis project. (If the second year project is a different project to the Master’s project, then – in common with the first year paper – the second year project would only ever be read and approved by the major advisor). The student will work with his or her advisor to make these determinations. The second year paper should be completed by the end of August, Year 2.

**Question 14: How does a student “Advance to Candidacy”?**

**Answer:** A student advances to candidacy once he or she has satisfactorily completed the following requirements: 1) all required first and second year course work; 2) first and second year research requirements; 3) second year teaching assistant requirements; 4) first and second year clinical training requirements (if applicable); 5) Ph.D. written qualifying examination; and 6) second year research paper.

Students completed a master’s thesis must have their second year paper approved in order to advance to candidacy. The second year paper needs to be approved by the major advisor alone. For advance to candidacy, the second year paper does not need to be seen or approved by the two other committee members of the Master’s committee.

Please note that a completed “Advancement to Candidacy” memorandum form needs to be submitted to Dr. Andrew Waters to formalize the completion of this milestone.

Once the “Advancement to Candidacy” memorandum has been completed, signed, and submitted to the Graduate Education Office, there is one additional task to complete. The student needs to complete and submit USUHS Form 641 by August 15th (of the year in which advancement to candidacy is requested). This form requires that a dissertation (Ph. D.) committee be formed and that a preliminary title (for the Ph.D. project) be provided. In addition, the student needs to list at least four names of his or
her Ph.D. dissertation committee.

Please note: Form 641 is completed for the Ph.D. (dissertation) committee. Completion of form 641 is not required for the Master's committee.

USUHS regulations on the composition of the dissertation committee are stated on form 641. As stated on form 641, at least one committee member “must not have a primary or secondary appointment of any kind in the Graduate Program granting the degree”. Further detail is available on form 641, and questions concerning university policies should be addressed to the Associate Dean for Graduate Education.

MPS requires that no fewer than 3 full-time core MPS faculty members with active research programs (primary appointment in MPS) serve on the committee. Exceptions to this rule require the concurrence of the MPS Department Chair and the MPS Director of Graduate Studies (as well as the agreement of the Associate Dean for Graduate Education).

The student, in consultation with the Major Advisor and the proposed individual, determines the Dissertation Chair. The Major Advisor cannot serve as the Dissertation Chair.

**Question 15: What are some student recommendations about getting through this process successfully?**

Answer: One strong recommendation is to complete as much work on the 1st year paper and Master’s thesis during the first year in the program as possible. Remember the purpose of the first year paper is to facilitate the Master’s thesis process, which initiates with a review of the relevant literature and formulation of research questions. The second year of the program is generally packed (e.g., coursework, Ph.D. qualifying exams, practicum work).

**Question 16: Are there any faculty recommendations?**

Answer: Students are encouraged to work on their data analysis during their second year in the program (i.e., prior to the summer). Faculty members have noted that students who work on their analyses prior to the Ph.D. qualifying exams perform better on the research methods and statistics questions in that exam.

**Question 17: What are the formatting requirements for a Masters?**

Answer: The formatting of the masters should be in accordance with the USU template available from the Learning Resource Center (LRC) at http://www.lrc.usuhs.edu/lrcguides/?q=node/40  The template contains a copyright statement that must be completed. Written guidance is provided in the Theses and Dissertation Guidelines available from the Graduate Education Office website at http://www.usuhs.edu/graded/currentstudents.html. Included in the Guidelines is an
official “approval sheet” that must be signed by committee members.

**Question 18: Is the Masters thesis optional for those entering the Military Clinical Psychology track?**

Answer: Yes. Completion of the Master’s thesis is not required for Advancement to Candidacy for the PhD in the Clinical Psychology Military Track (only), beginning with the 2012 cohort. We have made this requirement more flexible to allow students in this track time to insure the dissertation is complete prior to entering internship and to provide time to ensure the required hours of supervised clinical training prior to internship is completed. Students choosing the option of not completing a Master’s degree will be required to enroll in and actively participate in a dissertation seminar in the Fall, Winter, and Spring quarters of the third and fourth year in the program. This seminar is designed to help students stay on track and complete all phases of the dissertation on a reasonable timeline while actively engaged in the details of the topic with their primary research advisor.
Ph.D. Qualifying Exams

A written examination is administered beginning at the end of the second year. This examination is oriented toward developing students’ ability to integrate specific areas of psychology. This exam must be passed before students are advanced to candidacy and apply for the Ph.D. degree.

For Clinical Psychology – Military Track students, this examination is typically completed in full the end of the second year. The clinically-oriented portions of the examination typically are completed at the end of the third year for Clinical Psychology – Medical Track students, who would not have typically completed core clinical coursework until that time.

Qualifying Exams Procedures

The qualifying exam is composed of four “4-hour blocks” over two contiguous days. Two questions are administered at the outset of each “4-hour block”.

There are 8 questions on the qualifying exam. Each question is scored by 2 graders, the question writer and a second grader. Each grader scores using a 1-5 scale where:

1 = worst possible score, 3 = just passed, 5 = best possible score. A mean score is taken of the two scores.

A “pass” is defined as a mean score on a question which is greater than or equal to 3.

A “fail” is defined as a mean score on a question which is less than 3.

Anonymity is maintained where possible. Each candidate is assigned a color (e.g., blue, orange). The .doc files are labeled with the colors (not the candidates’ names). Only the departmental administrator has the code linking colors to candidates.

Each candidate has a mean score on each of the 8 questions. They also have an overall mean score for the exam (overall score = mean of the 8 mean scores). Outcomes are treated as follows:

<table>
<thead>
<tr>
<th>Case</th>
<th>Outcome</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Candidate passes all 8 questions</td>
<td>Candidate passes the qualifying exam and no remediation is necessary</td>
</tr>
<tr>
<td>Case</td>
<td>Condition</td>
<td>Action</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Candidate fails at least 1 question but the overall score is greater than or equal to 3</td>
<td>Candidate is given the opportunity to retake the question/s he or she failed</td>
</tr>
<tr>
<td>3</td>
<td>Overall score is less than 3.00</td>
<td>Candidate fails the qualifying exam and is automatically referred by MPS to the GEC</td>
</tr>
</tbody>
</table>

Notes:

For Case 2, the re-takes are typically taken before the end of the subsequent August. The question writers remain the same. Typically a new question is written based on the previous materials. The candidate receives a memo stating the following:

“Failure to meet the conditions of this departmental remediation plan will result in immediate review by the MPS faculty. MPS may elect to continue your departmental remediation or refer you to the Graduate Education Committee (GEC) for review. As stated in the USUHS Graduate Handbook, the GEC is an umbrella organization responsible for reviewing all of the Graduate Programs. The GEC addresses issues relating to student performance. Its functions are described in more detail in the Grievances section of the Graduate Student Handbook. If a student is referred to the GEC, MPS would make one of the following recommendations: a) Placement on formal Academic Probation with a specific plan for ensuring subsequent satisfactory academic performance; or b) Disenrollment from the Program. The GEC votes to approve or disapprove the recommendation.”

For Case 3, MPS the candidate receives a memo indicating that they failed the qualifying exam and will be referred to the GEC with one of the recommendations listed above.
Third Year Paper

(Required for Clinical Psychology – Medical Track and Medical Psychology students only)

In the third year, each student must select a suitable topic and prepare either a review paper in the style of *Psychological Bulletin* or an NIH-style grant proposal. This third year paper must be read and approved by two faculty members. The purpose of this paper is to familiarize students with the process of organizing and preparing reviews of research literature and/or writing grant applications. This paper must be completed and approved before beginning the doctoral dissertation research project.

According to the MPS Handbook, this paper is due at the end of the spring quarter of the third year.

Please note:

1. Most commonly, the two reviewers are two full-time faculty MPS members (with primary or secondary appointments) and can (and probably should) include the major advisor. However, with the permission of the advisor and the DGS (or, in the case of the student of the DGS, the Chair) one of the reviewers may hold an adjunct appointment in MPS or hold a faculty position (rank of Assistant Professor or above) in the extramural academic community.

2. The NIH-style grant proposal has typically been a National Research Service Award (NRSA) style proposal so that it can (but does not have to) be submitted to NIH for review. Other NIH-type proposals may be acceptable but this requires the agreement of the DGS (or, in the case of the student of the DGS, the Chair).

3. For instructions on the composition and page requirements of the NRSAs, please consult the pertinent NIH program announcement (e.g., http://grants.nih.gov/grants/guide/pa-files/PA-10-108.html).

4. If the third year paper is a *Psychological Bulletin* style article, it is not obligatory that it is submitted for publication. The format of other journals that publish integrative reviews are also appropriate (e.g., *Clinical Psychology Review, Annual Review of Psychology*).

5. Students are encouraged to use this requirement to move their work forward (e.g., *Psychological Bulletin* style critical review of literature relevant to research interests or NIH-style proposal that is likely to become doctoral research).

6. The 2 reviewers review the paper independently. That is, there is no “group” meeting.
7. To indicate their approval with the third year paper, each reviewer signs the MPS third year paper approval sheet. (Electronic signatures are permissible).

8. The third-year paper must be approved prior to the dissertation proposal defense date.

9. Most commonly the student will start to work on the third year paper in their third year. It is possible to work on this requirement prior to this time. A third year paper that is submitted to a journal and accepted for publication will require review from a second reviewer unless exempted by the DGS (or, in the case of the student of the DGS, the Chair).

10. If requested we can provide examples of (approved) third year papers so that you can get an understanding of what the final product should “look like”.

11. Questions that are not addressed above should be directed to the DGS as early as possible in the process.
Guidelines for the Dissertation Proposal and Proposal Defense

Applicability

- Information in this document applies to all cohorts.

Timing and Context

<table>
<thead>
<tr>
<th></th>
<th>Medical Psych</th>
<th>Clinical-Military</th>
<th>Clinical-Medical</th>
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</thead>
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<td>At advance to candidacy (before end of Year 3)</td>
<td>At advance to candidacy (before end of Year 3)</td>
<td>At advance to candidacy (before end of Year 3)</td>
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<tr>
<td>Dissertation Proposal Defense Date</td>
<td>No fixed deadline</td>
<td>Before Nov.15th of 4th Year¹</td>
<td>No fixed deadline</td>
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<tr>
<td>Internship Application Submission</td>
<td>N/A</td>
<td>(Proposal defended)</td>
<td>Data collection must be completed²</td>
</tr>
<tr>
<td>Dissertation Defense Date: Preferred</td>
<td>Before end of Year 5</td>
<td>Before commencement of internship</td>
<td>Before commencement of internship</td>
</tr>
<tr>
<td>Dissertation Defense Date: USUHS Deadline³</td>
<td>Before end of Year 7</td>
<td>Before end of Year 7</td>
<td>Before end of Year 7</td>
</tr>
</tbody>
</table>

¹For military clinical students, the defense of the dissertation proposal must be completed NLT November 15th unless the Director of Clinical Training grants an exemption for exceptional circumstances.

²Unless granted a waiver by the Director of Clinical Training.

³Unless granted an extension by the USUHS Graduate Education Committee.

Composition of Dissertation Committee

- USUHS regulations on the composition of the dissertation committee are stated on form 641. As stated on form 641, at least one committee member “must not have a primary or secondary appointment of any kind in the Graduate Program granting the degree”. Further detail is available on form 641, and questions concerning university policies should be addressed to the Associate Dean for Graduate Education.

- MPS requires that no fewer than 3 full-time core MPS faculty members with active research programs (primary appointment in MPS) serve on the committee. Exceptions to this rule require the concurrence of the MPS Department Chair and the MPS Director of Graduate Studies (as well as the agreement of the Associate Dean for Graduate Education).
The student, in consultation with the Major Advisor and the proposed individual, determines the Dissertation Chair. The Major Advisor cannot serve as the Dissertation Chair.

**Content of Dissertation Proposal**

- The major advisor oversees the development of the Dissertation Proposal.
- Students can be provided with past dissertation proposals.

**Time-line before the Dissertation Proposal committee meeting:**

- Students should endeavor to arrange a tentative date of the Dissertation Proposal committee meeting as early as possible. Students are also responsible for booking an appropriate room. The Dissertation Proposal committee meeting must be scheduled for a duration of at least 3 hours. (No GEO paperwork is required for the Dissertation Proposal Defense)
- Major advisor must approve the doctoral proposal write-up before passing to a second reader (another member of the dissertation committee). The second reader is assigned by the student in consultation with the major advisor.
- Second reader has 3-4 days to either agree that the write-up is ready to be forwarded to the committee or to require edits before forwarding to the committee.
- When major advisor and the second reader approve forwarding the write-up to the committee, then committee members have - at a minimum - 2 weeks (unless the committee members permit otherwise) to review before the meeting.

**Procedures during the Dissertation Proposal committee meeting:**

- Candidates are expected to deliver a 20-25 minute presentation of the proposal. This is usually conducted using PowerPoint.
- There are detailed questions from the committee member specific to the proposed study. The candidate is expected to defend the study rationale, hypotheses, and analytic plan. The candidate is expected to try to defend the contents of the submitted proposal. That is, it is not appropriate to reflect questions back to members of the Dissertation Committee.
- Candidates are also expected to answer more general questions relating to the area in which the proposed research is embedded.
- The Dissertation Chair determines the order of completion of the Dissertation Proposal committee meeting, as well as other administrative procedures (e.g., which committee member takes notes). Beyond the points noted above, any specific questions regarding the procedures of the Dissertation Proposal committee meeting should be addressed to the Dissertation Chair.
- At the end of the meeting, the candidate leaves the room.
- Based on responses to the questions noted above, the committee determines whether the write-up is: acceptable with no changes; acceptable with changes reviewed by advisor only;
acceptable with changes reviewed by a sub-committee of the committee; requires re-review by all committee members without meeting; requires re-review by all committee members with a meeting; disapproved and allow another project; disapproved and not allow another project. (The “disapproved and not allow another project” option requires the concurrence of MPS faculty, and MPS would recommend disenrollment from the program).

- Based on responses to the more general questions, the committee determines whether the performance is: acceptable; unacceptable and requires remediation. If the latter, the Dissertation Chair will inform the candidate of the appropriate remediation. Examples of remediation include a written exercise or re-examination by the dissertation committee (of the general questions). If the proposal is acceptable but the performance on the general questions is unacceptable, the student is permitted to move ahead with the dissertation work during the remediation period. If the remediation is not successful at the first attempt, the candidate’s overall performance will be reviewed by MPS faculty.
Clinical Practicum Overview

Please note that additional, frequently updated practicum information is provided at the department’s internal website https://sites.google.com/a/usuhs.edu/mps-members/practicum-info-1/practicum-info.

The following information is intended to provide an overview of the practicum process and requirements.

Student Responsibilities

1. Students generates ideas about preferences for placements:
   
   · Case Conference
   
   · Consult options on the MPS internal website (new!)
   
   · Discuss options with senior students
   
   · Students who have had placements at each site:
     
     o Discussion area of MPS website - a listing of the sites -- students can add their name under each placement at the time they are there, and their feedback on the site - so there's a public archive of who students can go to for more informal info about sites

2. Student runs preferences by his/her clinical supervisor for approval

3. Unless stated otherwise on the MPS website for the site, student contacts the point of contact (POC) formally – in a polite email and cover letter, attaching CV, and asks:

   · If there are openings at the site for a doctoral student

   · If there are any 'prerequisites' for the placement that are NOT already listed on the internal website

   · Memorandum of Understanding (MOU) requirements or issues, if any

   · Typically, students will go on formal interviews for each site (unless stated otherwise).

4. Once a placement is agreed upon, student contacts Drs. Ettenhofer, Tanofsky-
Kraff, and Witter with their placement, POC/supervisor, and dates of service (start date, end date)

5. Student sends all relevant paperwork in PDF form to Drs. Ettenhofer, Tanofsky-Kraff, and Witter.
   · This includes an MOU which must be in place before beginning at a site, the Practicum Training Plan (PTP), and supervisor's CV and License.

PLAN WELL IN ADVANCE (~6 MONTHS BEFORE ANTICIPATED START DATE)

1. Many of the sites (especially the civilian sites) interview people well in advance (typically in January/Early February) and decide early who they are willing to train.
   · Many of these sites participate in Call Day in early April.

2. If you do not plan well in advance, you will likely be limited to sites with whom have a standing MOU because MOUs take a minimum of 2 months to prepare and execute!

3. You can find a new site (that does not have a standing MOU)! It will just have to be approved by the practicum coordinators and the site will have to agree to our MOU.

4. Get approval from your clinical advisor

Forms:

1. Practicum Training Plan, or PTP, due within 2 weeks of starting site (this will remain a paper form you will download from this website)

2. 4 week site evaluation (can just be an email to Drs. Ettenhofer, Tanofsky-Kraff, Witter describing how things are going at the site).

3. Clinical Training Plan Follow-Up (CTP-FU) and Student Evaluation due no later than 2 weeks prior to end of training- Please note this form will be sent ELECTRONICALLY to you and your supervisor, therefore you must let us know your official end date and supervisor's email address.

Clinical hours: Students are expected to have minimum of 1000 before internship

**Please note that all of the procedures in place will be needed for applications for your licensing exam
Practicum Directors’ Responsibilities:

1. Will continue to be the liaisons between all sites and USUHS to:
   - Provide feedback
   - Give feedback
   - Create new training opportunities
   - Consult with students as needed regarding placements; in most cases, clinical placements will be decided among student, primary clinical advisor, and site POC
   - Keep internal website accurate and up-to-date
   - Keep track of who is going to which site and all of the associated paperwork

With regard to all of the above, Drs. Ettenhofer, Tanofsky-Kraff, and Witter will let the training directors know that this is the default plan, but if they wish site-specific requests, they will do their best to meet them

**Note: Practicum directors should not be "middle-men" for the student's clinical supervisor. Both will still keep track of each student; however, individual student meetings with practicum directors will only be on an as-needed basis. By contrast, students should meet with their clinical mentors on a regular basis.

A note about Licensing:

Students should review licensing requirements for the state(s) in which they expect to eventually be licensed, make sure to hold onto your course syllabi, and ensure to keep de-identified information about demographic and clinical characteristics of patients you have seen, as well as de-identified reports for work samples, etc.

Please refer to the following website for information about the EPPP Licensing exam:
http://www.asppb.net/i4a/pages/index.cfm?pageid=1

Required Paperwork

1. Practicum Training Plan (PTP, see Attached form), Supervisor's CV and License due within 2 weeks of starting site

   -The practicum training plan (PTP) will remain as a paper form, that you will need to have filled out by your supervisor, signed, scanned, and emailed to the
clinical faculty (Drs. Ettenhofer, Tanofsky-Kraff and Witter)

*Please also provide your supervisor at your site with the attached Practicum Cover Letter, requesting a copy of his/her license and CV (APA requirement)

2. 4 week site evaluation

  · Can just be an email to Drs. Tanofsky-Kraff, Ettenhofer and/or Witter, saying how things are going at the site

3. Clinical Training Plan Follow-Up (CTP-FU) and Student Evaluation, due no later than 1 week following end of training

New Instructions for End of Year Practicum Evaluations:

The Clinical Training Plan Follow-Up (CTP-FU) has gone electronic! This means we will email an online version of the evaluation to your clinical supervisors prior to you ending at the site. (The practicum training plan (PTP) will remain as a paper form, however, that you will need to have filled out by your supervisor, signed, scanned, and email to the clinical faculty.)

*It is vital that you access to the MPS internal website where directions and forms for these procedures exist. Please access the site by clicking on the following link: https://sites.google.com/a/usuhs.edu/mps-members/ OR by logging into your USUHS Gmail account, pressing “Sites” on the top tab. This should take you to a link for “MPS Students”. Please email Dr. Ettenhofer if you have questions about access.

While having the CTP-FU online greatly reduces the paperwork burden, please note that it is your responsibility to send the USUHS Practicum Directors (Drs. Tanofsky-Kraff, Witter and Ettenhofer) and Practicum TA the following information, at least 2 weeks before your official end date at your site:

1. Your official end date at site

2. Your clinical supervisor’s name and email address

Once we receive the above information, the process will work as follows:

1. An email will be sent to your supervisor explaining the online evaluation process, and providing him/her with 2 ID codes (for supervisor and for student) so that the process is anonymous (it is probably a good idea to give your supervisor the heads-up to expect this email from USUHS and to keep hold of the email/codes)

2. The email will contain a link to the evaluation form, which should ideally be filled out by the supervisor and student together. This form must be filled out in one sitting. There is not an
option to save an uncompleted form, unfortunately.

3. Prior to hitting “submit”, your supervisor must print out the form and sign it. Please keep this paper copy for your records! You will need it for your annual student evaluation.

4. Have your supervisor press “submit” once all of the information has been completed and printed for your records.

5. Congratulations! The clinical faculty will now have a record that your form has been completed by your supervisor. You will no longer need to scan and email the pdf to us.

**Liability Insurance & HIPAA Instructions**

1. **Purchase Liability Insurance from APA**
   
   · Civilian students need to obtain on their own, before beginning externship
     
     o Please go [http://www.apait.org/apait/products/studentliability/](http://www.apait.org/apait/products/studentliability/)
   
   · Military students are covered by the Federal Torts Claims Act already

2. **HIPAA Instructions**

   Instructions for Completing HIPAA Training

   *Please note that students will not be able to begin training until they have completed the Public Health Information (PHI) and Privacy Awareness components of HIPAA training.*


   2) Create a user name and password (it may reject your SS# at first, but you can continue)

   3) Fill out all the necessary information

   a. For Civilians:

      i. your branch will be TMA & Health Affairs

      ii. your MTF/location/unit will be USUHS

         - click on the flashlight à TMA & Health Affairs à
iii. your duty status will be Civilian Contractor

iv. your HIPAA job position will be 08. Provider

4) Click HIPAA training for providers and complete
   a. HIPAA – Introduction to Privacy and Security
      (there are multiple steps and a test at the end)
   b. HIPAA - Protected Health Information

5) E-MAIL verification to practicum directors that you’ve completed training is mandatory.

6) If you have technology-related questions, contact the MHS Learn
   a. Phone: (800) 600-9332, options 4, 4
   b. Email: help@mhs-helpdesk.com

Practicum Site Memorandum of Understanding (MOU) Guidance

Once you have confirmed which site(s) you will be attending, an MOU for each site must be in place before you can begin your clinical work. We strongly encourage you to fill out an agreement form as soon as possible, as the MOU’s can take anywhere from 2 to 6 months to be generated, approved, and executed by all parties. Please plan accordingly when setting up a start date at your site.

You will need to fill out the attached agreement form (which is also located on Sakai, under “resources setting up an MOU for a site”). Please note that students going to the same practicum training site may be able to submit a single MOU, but be sure to check with Malika Graham and Rohan Thomas first (under section C, provide information for all trainees attending that site). Additionally, under "point of contact" please put Dr. Ettenhofer, Dr. Tanofsky-Kraff or Dr. Witter-- do NOT put your clinical advisor. The MOU's need to go through the above-mentioned people for approval.

The form needs to be submitted to agreements@usuhs.mil, copying Malika Graham (Malika.Graham@usuhs.edu) and Rohan Thomas (Rohan.Thomas.CTR@usuhs.edu) at least 60 days in advance of your anticipated start date. Students will receive a tracking number once their request has been submitted.
The 9 full time faculty members (8 tenure track) (44% female and 56% male) have diverse backgrounds in their education, research and clinical training, and teaching expertise. In addition, there are over 40 demographically diverse civilian and military adjunct faculty. Military adjunct faculty are drawn from the Army, Navy, and Air Force. Adjunct faculty have varied research, clinical, and teaching specialties.

Full-Time Faculty

David S. Krantz, Ph.D.
Professor and Chair
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Cardiovascular Behavioral Medicine Research Lab, please visit: http://www.usuhs.mil/faculty/krantz/index.html

The focus of Dr. Krantz's research is on psychosocial stress and its effects on health and psychological factors in cardiovascular disorders, a field on the interface of health psychology and cardiology. He has published extensively on the effects of acute psychosocial stress as a precipitating factor for clinical cardiac events, such as myocardial ischemia and malignant arrhythmias, and is currently investigating the role of stress and behavior in the progression of heart failure. His collaborative work with investigators at other institutions also investigates psychosocial influences on coronary heart disease in women. He also is Principal Investigator of the Center for Deployment Psychology, a major national post-graduate program of the Department of Defense to train mental health providers to treat deployment-related behavioral health issues in military service members and their families.

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Laboratory for Neurocognitive Research: http://www.usuhs.mil/faculty/ettenhofer/index.html

Dr. Ettenhofer's Laboratory for Neurocognitive Research studies brain-behavior relationships after traumatic brain injury (TBI). The primary goal of this research is to identify factors related to outcome and recovery after TBI and to aid in the development of targeted treatments. Current studies focus upon the development of robust eye-tracking indicators of neurocognitive status that may discriminate between TBI and other comorbid conditions, and the use of virtual reality
(VR) for assessment and remediation of driving abilities after TBI. Primary study populations include military personnel with TBI related to combat as well as civilians suffering from TBI related to sports and accidental injuries. Previously, Dr. Ettenhofer has also conducted research examining neurocognition, neuroimaging, and functional abilities in HIV/AIDS, aging/dementia, and adult ADHD.

**Michael Feuerstein, Ph.D., MPH, ABPP**  
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Cancer Survivorship Lab, please visit: http://www.usuhs.mil/faculty/feuerstein/index.html

Dr. Feuerstein’s research and clinical interests are in the application of behavioral medicine/health psychology to complex health problems. His research, consultation, clinical service, and program development activities create unique approaches to enhance health and well-being following cancer. Dr. Feuerstein also studies the interaction among medical, ergonomic, and psychosocial factors on work-related pain and its impact on function. Dr. Feuerstein is a fellow of the American Psychological Association, Academy of Behavioral Medicine Research, and Society of Behavioral Medicine. He is Editor-in-Chief, Journal of Occupational Rehabilitation, and Founding Editor and Editor-in-Chief, Journal of Cancer Survivorship: Research and Practice. He is also an active member of the American Psychosocial Oncology Society, International Association for the Study of Pain, American Public Health Association, and the American Society of Clinical Oncology. He is a member of the Advisory Boards of ASCPRO (a partnership between government and industry working to develop optimal ways to evaluate cancer patient outcomes in chemotherapy trials) and Heal Magazine (an international publication that provides information to enhance health and well-being among cancer survivors).

**Neil E. Grunberg, Ph.D.**  
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Dr. Grunberg and his research group study addictive behaviors and appetitive behaviors (including nicotine and tobacco use, alcohol, caffeine, and food consumption), stress, effects of mild traumatic brain injury, post-traumatic stress disorder, and strategies to attenuate stress-related health effects. Most psychobiological research uses rodents as subjects; human studies are currently being planned. Dr. Grunberg is a fellow of the American Psychological Association, Academy of Behavioral Medicine Research, and Society for Behavioral Medicine. He is a founding member of the Society for Research on Nicotine and Tobacco, and a member of the Association for Psychological Science and the Society for Neuroscience. He has been an
Dr. Holloway's research focuses primarily on the development and empirical validation of cognitive behavioral interventions for the prevention of suicide among military personnel and family members with suicide-related ideation and/or behaviors. Currently, Dr. Holloway is engaged in the implementation of four randomized controlled trials (RCTs) at the Walter Reed National Military Medical Center, Department of Psychiatry and at the Ft. Belvoir Community Hospital, Department of Psychiatry. Additional research topics that examine modifiable risk (e.g., trauma) and protective (e.g., social support) factors associated with military suicide-related behaviors are also studied in order to inform evidence-based approaches to primary, secondary, and tertiary suicide prevention efforts. Other research topics include evaluation of suicide prevention programs, deployment related factors and suicide, healthcare utilization post psychiatric hospitalization, adapting cognitive behavior therapy for brain injured populations, psychotherapy outcome research for mood/anxiety disorders, meta-analytic approaches, and factors such as researcher allegiance often associated with treatment outcome.

Dr. Holloway is a Diplomate of the Academy of Cognitive Therapy and a faculty member of the Beck Institute for Cognitive Behavior Therapy in Philadelphia. She serves as a full member of the USUHS Institutional Review Board (IRB), a member of the Department of Defense Suicide Prevention and Risk Reduction Committee (SPARRC), and a Scientific Advisor to the American Foundation for Suicide Prevention. Dr. Holloway has served on the North Atlantic Treaty Organization (NATO) Exploratory Team on international military suicide as well as the Defense Health Board (DHB) Task Force on the Prevention of Suicide by Members of the Armed Forces (recently released report). Most recently, Dr. Holloway has been selected to chair the NATO Human Factors and Medicine Research Task Group (HFM-RTG-218) on international military suicide. Dr. Holloway has served as a trainer for the Center for Deployment Psychology; moreover, she has provided training and supervision on cognitive behavioral assessment and management of suicide for civilian, DoD/VA, and international providers. Dr. Holloway is a licensed psychologist with a private practice in Bethesda, Maryland where she provides cognitive behavior therapy to adults, families, and couples.
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Dr. Sbrocco conducts research designed to promote long-term behavior change in the treatment of obesity. She develops and examines the efficacy of community-based weight management programs for African American women in the Washington, DC, metropolitan area. Her goal is to develop ways to empower communities to support behavior change that prevents weight-related diseases, including cardiovascular diseases, diabetes, and cancers. She also is involved in research examining ethnic differences in biological (e.g., HPA axis) and psychological (e.g., body image, anxiety) responses to stress, especially among people who are overweight or obese. In addition, her research group conducts studies on sexual behavior and disorders.

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Dr. Tanofsky-Kraff studies eating disorders and obesity in children and adolescents. Her research addresses the risks, protective factors, maintenance, and consequences of childhood eating disturbance and overweight, with a particular focus on loss of control eating and the prevention of excessive weight gain. She is studying loss of control eating behaviors in children and adolescents in the laboratory using multiple assessments. Dr. Tanofsky-Kraff also conducts psychotherapeutic programs to prevent excessive weight in adolescent girls who are at high risk for adult obesity in lab-based and community (under-represented minorities and military) settings.

Andrew J. Waters, Ph.D.
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Andrew J. Waters, Ph.D., received his Ph.D. in experimental cognitive psychology. He has subsequently focused on the area of cognition and psychopathology, with a special emphasis on the addictions. Dr. Waters's research involves three intersecting themes. One theme is to use tasks derived from human experimental cognitive psychology to help us measure the cognitive processes — implicit and explicit — that underlie addiction (and other psychopathologies). For
example, he has shown that measures derived from computerized tasks administered in laboratory settings tell us information about addiction over and above the information derived from questionnaires. A second theme is to administer cognitive tasks on hand-held computers in an Ecological Momentary Assessment (EMA) setting. This affords the collection of rich datasets on cognitive processes in a real world setting. A third theme is to use modified cognitive tasks as interventions to change cognition and behavior. Cognitive retraining interventions can be delivered in a laboratory or on a PDA. Currently the laboratory is examining the efficacy of a cognitive retraining intervention delivered on a PDA. Ultimately, cognitive and other interventions might be delivered on a PDA when the individual is most in need of the intervention (EMI, Ecological Momentary Intervention). Other research interests include: unconscious cognition; smoking and PTSD (post-traumatic stress disorder); psychology of terrorism; cognitive expertise; and the psychology of music.

Jeanette M. Witter, Ph.D.
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Dr. Witter serves as the Coordinator of the core clinical courses for the department including facilitating the use of the National Capital Area Medical Simulation Center in students’ clinical training. Private psychotherapy practice for over 25 years which currently focuses on individual therapy with adults from an integrative psychotherapy approach. Practice has also included couples and family therapy, individual therapy with children and adolescents and psychodiagnostic evaluations of children, adolescents and adults. Clinical consultation/training/program development with community based programs including homeless shelters, transitional living programs and day treatment programs. Dr. Witter is a member of the American Psychological Association and a Fellow of the Maryland Psychological Association. She is a member of the District of Columbia Psychological Association and serves on the DCPA Ethics Committee.
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At the Center for Deployment Psychology Dr. Riggs oversees and participates in the development and delivery of training workshops to teach military and civilian behavioral health professionals as to treat PTSD and other trauma-related distress as well as to prepare them to better care for the deployment-related needs Service Members and their families. Dr. Riggs presents between 25 and 40 lectures and workshops per year as part of the Center for Deployment Psychology.

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Graduate Students

Our student body is diverse with regard to gender, age, ethnicity, life experience, and military background. The Department actively recruits students with diverse backgrounds with the cooperation of the USU Office of Minority Affairs.

In the 2012-2013 academic year, our graduate students are 26% male and 74% female. Student ethnic backgrounds are varied: 78.7% self-identified as White/Caucasian; 8.5% as African-American/Black; 4.3% as Hispanic; 4.3% as Asian; and 4.3% as Other. Student ages range from early 20s through early 40s. Some students are single, some are married, and some have children.

Some students begin graduate study at USU immediately after finishing a bachelor's degree, others come to USU after completing a master's degree, and other students have worked for years before entering the program. Among the military students, some come directly from service academies, some have served as officers for years, some come from enlisted ranks, and some are civilians who join the military when they begin the program.

<table>
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<tr>
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<th>Clinical Psychology – Military Track</th>
<th>Clinical Psychology – Medical Track</th>
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<td>Total</td>
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<td>Gender</td>
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<td>2 M, 13 F</td>
<td>0 M, 4 F</td>
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<tr>
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<td>11</td>
<td>3</td>
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<tr>
<td>Other</td>
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<td>1</td>
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</tbody>
</table>

Total Number of Students currently enrolled = 47 (12 M, 35 F)  
Military Status: Active Duty Military = 29; Civilian = 18