

Temple University PhD Clinical Psychology Area Handbook



2025-2026

Note:

This Clinical Psychology Area Handbook is to be used in conjunction with the Temple Department of Psychology and Neuroscience Graduate Handbook

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1. Mission Statement

The Temple University Department of Psychology and Neuroscience offers an American Psychological Association (APA) and Psychological Clinical Science Accreditation System (PCSAS) accredited doctoral program in clinical psychology. Its principles are consistent with the goals of our Department, College, and University. The Clinical Psychology PhD Program at Temple University embraces the clinical scientist model and provides a rigorous foundation in both evidence-based clinical practice and research applications. Although it is possible to treat the scientific and clinical components as separate endeavors, we articulate and advance an integrated model. We train psychologists who are capable in both areas and who seek to integrate their scientific and clinical competencies in their professional roles. ***Thus, the overarching mission of the program is to train creative and accomplished clinical scientists who produce, consume, implement, and disseminate psychological science and who function successfully in academic, research, and applied settings.*** For our graduates who choose an academically or research-oriented career path, it is our goal that their research endeavors be informed by a fundamental understanding of basic psychological science, including psychopathology and a solid foundation of clinical skill and experience in the assessment and treatment of persons with psychological, emotional, and behavioral disorders. For our students who go on to do work that is more clinical in nature, it is our goal that these graduates not only bring excellence, professionalism, and leadership to their clinical work, but that they do so within a scientific framework. As we define it, this means that they bring the perspectives and habits of scientific inquiry into their clinical work and that their work is continually informed by advances in scientific literature.

2. Program Overview

A. Program Aims. Consistent with our mission statement, our program aims are to:

Aim 1: Develop clinical scientists who have both a broad understanding of the theoretical and methodological foundations of psychological science, and more specifically, of the field of clinical psychology and a depth of knowledge in their chosen area of expertise.

Aim 2: Develop clinical scientists who possess the knowledge and skills to conduct high quality and ethical research and make meaningful contributions to the empirical and theoretical literature in the field of clinical psychology.

Aim 3: Develop clinical scientists who are competent in the practice of clinical psychology and are skilled in the ethical application of empirically informed principles and techniques of assessment and intervention in their professional activities.

Aim 4: Develop clinical scientists with the professional skills required to function effectively, including appropriate communication and interpersonal skills, demonstrating respect for diversity and inclusion and a commitment to continued learning.

Inherent in our program aims are competency in all areas required for Clinical Psychology research and practice. This includes 10 Discipline Specific Knowledge Areas (Category 1: History and Systems. Category 2: Affective Aspects of Behavior, Biological Aspects of Behavior, Cognitive Aspects of Behavior, Developmental Aspects of Behavior, Social Aspects of Behavior. Category 3: Advanced Integrative Knowledge in Scientific Psychology. Category 4: Research Methods, Quantitative Methods, and Psychometrics) and 9 Profession-Wide Competencies (Research, Ethical and Legal standards, Individual and cultural diversity, Professional values, attitudes and behaviors, Communication and interpersonal skills, Assessment, Intervention, Supervision, and Consultation and interprofessional/interdisciplinary skills) identified by the APA.

B. Program length. Our training program is designed so students can complete all requirements and graduate in 6 years, including internship. All students must complete all program requirements and graduate within 7 years. Any student having difficulty meeting the 7-year deadline can work with their advisor to petition the graduate school for an extension. Please note that no student in the past 10 years, since this document was written (2025), has needed more than 7 years to graduate.

C. Training model. Our program uses an intensive individual mentorship model, with each student's individual training plan overseen by a primary advisor, who helps the student develop their research interests. The advisor also helps the student navigate program requirements and ensures their work is consistent with program aims and requirements. All students also select a secondary advisor to provide additional perspective and input on the student's development and trajectory.

D. Curriculum Overview. The program curriculum is designed to be sequential, cumulative, and graded in complexity. Consistent with our clinical science focus, students will be immersed in their advisor's research program from their first semester throughout the rest of their time in the program until they leave for internship. Students will complete a predissertation research project (aka Master's thesis) in their 2nd year and present it to the program in the Fall of their 3rd year. Students will later complete a literature review (narrative or meta-analysis) in manuscript form for their preliminary examination (prelim) and propose their dissertation study prior to applying for internship (see Research Training and Milestones). Coursework is heaviest in the first and second years of the program, with some courses in their 3rd year. Coursework for almost all students is typically completed by the end of their 3rd year. Applied clinical work begins in the summer at the end of the student's 1st year in the Temple Psychology Program's in-house clinic (the Psychological Services Center, aka "PSC") and extends into the summer at the end of the student's 3rd year. In the student's 4th and 5th years, they can elect to apply for external practica for 1-2 days a week. In their final year in the program, they will complete a one-year APA or CPA accredited Clinical Psychology internship Program.

3. Research Training and Milestones

A. Research Training Expectations. Students are expected to spend a significant amount of time each week on research training, including over summer semesters. At the beginning of each year, students should agree with their advisor on hours, involvement, and research goals for the year. Formally setting aside research time is critical, as the student's most important research training takes place outside the classroom. Coursework provides foundational skills in research methods and statistics, but the lab is where students learn the specialized methods needed to conduct impactful research in their area of specialization.

Students complete three milestone research projects (Predissertation, Preliminary Examination, and Dissertation), with the dissertation divided into the dissertation proposal and the completed dissertation project. Frequently, the dissertation will involve original data collection, although exceptions can be made for students addressing questions that require large or unique samples. Completion of these milestones is one part of research training. Research training likely also will require assisting with projects conducted by the student's advisor or other lab members. This allows students to gain experience in technical skills, project management, supervision, and other research competencies not encountered in the time-limited projects feasible for graduate milestones. It likely will also involve being a co-author and /or lead author on research manuscripts submitted for publication, in addition to those directly associated with the student's research milestones. Although the milestone projects are the primary requirements for research training, we strongly encourage students interested in a research career to also develop a strategic plan with their research mentor for regular submissions to conferences, journals, and funding agencies. Research positions are extremely competitive, so completing only the minimum requirements will not be sufficient.

B. Predissertation. By April 15th of their 2nd year in the program, students must complete a "predissertation" (akin to a thesis) research project in the form of a scientific manuscript suitable for publication, supervised by their advisor. Work on this project typically begins as a part of the student's coursework in the research methods course, in which students (in collaboration with their advisor) are required to produce a written prospectus of an empirical study that could be used as their predissertation project. Students typically continue to work on that project (typically using data from their advisor's laboratory) throughout years 1 and 2 under the close supervision of their advisor. The predissertation project has a deadline for approval by their advisor of April 15th of year 2. The predissertation is then orally defended in front of a three-faculty committee over the subsequent Spring/summer, before being presented to the whole clinical program as a 15- to 20-minute symposium talk in the Fall of year 3 as a part of "Clinical Research Day." A few notes about the predissertation:

- Before students can submit their Predissertation for publication, it should be approved by their committee. There can be exceptions to this, for which they would have to petition.

- For the oral defense of the predissertation, the student (with the help of their advisor) selects a committee of two faculty members in addition to their advisor, to whom they will defend their project.
- The oral defense lasts one hour, which includes both the presentation of the predissertation study and questions from the committee. The use of PowerPoint for the presentation is common but not required.
- Students typically present their predissertation to the clinical program for Clinical Research Day in the Fall of year 3. However, students who both had their predissertation manuscript approved by their mentor and defended in front of their predissertation committee by the end of summer in their year 1 have the option to present their predissertation on Clinical Research Day in their year 2 if they so wish (or they can present it in year 3 with the rest of their cohort).
- Once a student has completed 36 credit hours and has had the predissertation approved, they are eligible for a master's degree.

C. Preliminary Examination. A preliminary examination consists of a publishable critical review (narrative or meta-analysis) of the literature in the student's area of interest, substantively related (but not necessarily limited) to their Dissertation topic, and defined in consultation with their advisor. If the student has an interest in pursuing a topic less related to their Dissertation, they should discuss this possibility with their advisor. The preliminary examination should be modeled after literature reviews or meta-analyses published in the field. It should not be a summary of results of individual studies, but rather a synthesis of findings and themes throughout the literature. The preliminary examination manuscript must be approved by the student's advisor by June 1st of year 4 in order to apply for internship in year 5. It will likely take several rounds of revisions before it can be approved by the advisor, so students are advised to work with their advisors and be proactive in setting timelines that work with their respective schedules. Once the student's advisor approves their preliminary examination, it will need to be successfully orally defended to a three-faculty committee (the student's advisor plus two other faculty that they and their advisor chose) by October 1st in order to apply for internship that year.

A few notes about the preliminary examination

- Students should reach out to their preliminary examination committee soon (ideally within a week, and no later than June 15) after their mentor approves their preliminary examination to send the committee the approved preliminary examination and schedule the preliminary examination defense.
- The Prelim should be approved by the committee before being submitted for publication, but there can be exceptions to this (for which the student would petition).
- The oral defense of the preliminary examination lasts one hour, which includes both the presentation and questions from the committee. The use of PowerPoint for the presentation is expected.
- The preliminary examination must be defended before the dissertation proposal. Though not required, many students schedule these back-to-back in a two-hour block.
- Once the student has successfully defended their preliminary examination, they need to complete the "Preliminary Examination Report for Doctoral Candidates" form, ask their

core committee members to sign, and then send the form to the department coordinator (currently Vanessa Allen-Smith), who will submit it to the College of Liberal Arts (CLA). It is best to do this within a week of defending the preliminary examination. Students can find this form on TU portal under "Student Tools\University Forms." Note: Students should talk to their advisors about whether they should bring this form to their oral defense to be signed there, OR whether they should email it to their committee afterwards. To fill this form out, the student will:

- Enter their info in Section 1.
- In Section 2, select "Ph.D." for the degree, indicate that all required coursework credits have been completed (this number should be 60 credits of coursework), and that a language exam is not required. Sign and date where indicated.
- Leave Section 3 blank for the Department or Graduate Chair to sign (once the student has sent the form to the department coordinator).
- In Section 4, enter the date of the oral defense, select "oral" and "written", enter "Psychology and Neuroscience" for the Department, and indicate the outcome of the exam. Leave the bottom half blank for the committee to sign (followed by the Department or Graduate Chair).

D. Dissertation. All students are required to successfully complete a doctoral level original, methodologically sound empirical research project (dissertation). This project requires a critical review of the extant literature, generation of testable hypotheses/research questions, selection of appropriate research designs/methods to test these questions, and analysis and interpretation of data, all of which must be presented as a submittable manuscript. The dissertation has two components: (1) the dissertation proposal, in which the student provides the rationale for the study and the study design via a manuscript-style introduction and methods sections, and (2) the completed dissertation, which occurs after the student has completed the study and written up the results discussion as a completed, submittable manuscript. Students are considered to have met the research (i.e., research methods, statistical analysis, and psychometrics) minimum level of achievement for their dissertation proposal when the three-faculty dissertation advisory committee approve both the written proposal and the oral defense of the proposal.

1. Dissertation Proposal. Prior to conducting the dissertation study, students need to write and defend a dissertation proposal. This proposal should take the format of the Introduction, Methods, and Results (planned analyses) sections of a research paper. The Dissertation Proposal literature review should be succinct and directly related to the study being proposed, consistent with a manuscript introduction section. A broader review of the literature is not required, as this was likely accomplished by the Prelim. The Proposal should also include specific aims and a list of hypotheses/predictions to be tested, and these should be labeled as primary or secondary. The student may include additional exploratory aims/analyses. The number of hypotheses should be reasonable for the scope of the project and the sample size(s) of the study or studies being proposed. The study must be powered to test the primary hypotheses. The Proposal should include a section on the data analytic plan that fully details the proposed analyses to be undertaken in the evaluation of the study hypotheses. This section might be substantially more detailed than would appear in a journal

article. The dissertation proposal must be approved by the student's advisor by June 1st of year 4 in order to apply for internship in year 5. It will likely take several rounds of revisions before it can be approved by the student's advisor, so the student should work with their advisor and be proactive in setting timelines that work with their respective schedules. Once the advisor approves the student's dissertation proposal, it will need to be successfully orally defended to a three-faculty "dissertation core committee" (the student's advisor, plus two other faculty the student and their advisor chose, this is typically the same three-faculty committee as the preliminary examination) by October 1st to apply for internship that year.

A few notes about the Dissertation Proposal:

- Students should reach out to their dissertation committee soon (ideally within a week, and no later than June 15) after their mentor approves their dissertation proposal to send the committee the approved dissertation proposal and schedule the dissertation proposal defense.
- To increase the likelihood of completing the dissertation before leaving for an internship, it would behoove the student to defend their dissertation proposal earlier than the deadline (e.g., defend the dissertation proposal by early year 4 to allow for a year of data collection).
- The oral defense of the dissertation proposal examination lasts one hour, which includes both the presentation and questions from the committee. The use of PowerPoint for the presentation is expected.
- The dissertation proposal must be defended after the preliminary examination. Though not required, many students schedule these back-to-back in a two-hour block.
- **The Dissertation Proposal, once approved, is binding.** Any desired changes made to the Dissertation study should first be communicated to, and approved by, the Dissertation Core Committee.
- After successfully orally defending the dissertation proposal, the student will need to complete the "*Dissertation Proposal Transmittal Form for Elevation to Candidacy*" form. Students can find this form on TU portal under "Student Tools\University Forms." To complete this form, students ask their core committee members to sign, and then send it to the department coordinator, who will submit it to CLA along with a copy of the proposal and IRB approval (see below). Note: Students should talk to their advisors about whether they should bring this form to their oral defense to be signed there, OR whether they should email the form to the committee afterwards. To fill this form out, the student will:
(a) Enter the date they passed the oral defense next to "Proposal Approval Date;" (b) complete Sections 1, 2, and 3; and (c) Leave sections 4 and 5 to be signed by their committee and the Department. Once the form is signed by the committee, students should send it to the department coordinator (currently Vanessa Allen Smith), along with a copy of the approved dissertation proposal and the IRB approval notice for the dissertation study.
 - If the student is using archival data collected through Temple for the dissertation, they should send the IRB approval notice for the study from which they are using data.
 - If the student is using data from a public source or from another institution (rather than research conducted through Temple), they may or may not need to obtain

Temple IRB approval or a data use agreement. (For example, the Graduate School has indicated that no IRB approval is required if the student is using a dataset with non-identifiable subjects.) It is recommended that the student send a synopsis of their research project to the Temple IRB, in order for them to confirm whether IRB approval is needed; if it is not needed, the student should submit documentation of this determination in lieu of the IRB approval notice to the department coordinator.

- If the student has not yet received IRB approval by the time that they defend their proposal, the student can still submit the other paperwork to the department coordinator. It is helpful to send the department coordinator the IRB application workflow (indicating that approval is pending) or the study's IRB protocol itself.

PROCEDURE FOR PETITIONING TO COLLECT DISSERTATION DATA BEFORE DEFENDING PRELIM (REQUIRES PETITION)

The graduate school does not allow students to defend their dissertation proposal before their prelim. However, we understand that in extenuating circumstances (e.g., when a student has a large dissertation project, like some F31 grants and clinical trials), the student may need to begin data collection early in order to complete their dissertation study. Therefore, in these situations, students can petition to begin data collection before officially defending their preliminary examination and dissertation proposal. To do this, the student would first need their mentor's approval. Then, the student should prepare a written petition approved by their mentor to send to the entire clinical area faculty (via an email to the DCST with the petition letter). The petition should explain why the student needs to begin data collection early. If their petition is approved, prior to data collection, the student would have to provide their core committee with a completed dissertation proposal approved by their mentor, and then, similar to a dissertation proposal defense, present their dissertation study to the core committee. If at the end of that "Early Dissertation Data Collection (EDDC)" meeting, the student is approved to begin data collection on their dissertation, they would still need to officially defend their dissertation proposal at a later date after they defend their preliminary examination (this can be done "back to back" as preliminary examination and dissertation proposal meetings often are). Because the dissertation proposal had already been discussed in some detail with the core committee during the EDDC meeting, the dissertation proposal defense may be shorter and would likely focus more on (1) how issues from the EDDC meeting were addressed, (2) any changes to the dissertation study since the EDDC meeting, and (3) any issues/problems during data collection. Only after this formal dissertation proposal defense can a student's dissertation proposal be officially approved, and appropriate paperwork be completed.

2. **Completed Dissertation.** The completed dissertation defense meeting occurs after the student has completed the dissertation study and written up the results as a completed submittable manuscript. The completed dissertation written document must be approved by the advisor and the core committee. In addition, the completed dissertation must be orally defended to a six-faculty committee consisting of the three-faculty core dissertation committee and three additional "dissertation readers," one of which must be a faculty member outside the Clinical Area. This can be a faculty member in another Temple Area in the Psychology Department (i.e. the Developmental, Social and Cognitive Neuroscience

Area), A Temple faculty member from another Department, or a faculty member from another University. If the student would like to have a non-Temple faculty member serve as a reader on their Dissertation Committee, they must complete the "*Nomination for Service on Doctoral Committee*" form (found in the Forms channel of TU Portal) and send that document along with the faculty member's CV to the department coordinator for approval.

The following guidelines regard the written Dissertation specific to Clinical Area students:

- The written Dissertation should be a submittable manuscript-length research report. The student may refer to an APA or APS journal in terms of content, formatting, and quality (e.g., Journal of Consulting and Clinical Psychology; Journal of Psychopathology and Clinical Science; Psychological Assessment; Clinical Psychological Science).
- It should not be a Brief Report.
- Additional data can be prepared to be submitted, as appropriate, for inclusion in online repositories. The Dissertation may also include expanded or supplementary analyses as a separate chapter, when appropriate.
- The Dissertation may or may not include, as a separate chapter, the already evaluated Prelim (i.e., longer literature review).

There are also University Requirements for formatting a dissertation. See Temple University's Dissertation & Thesis Handbook for detailed information about University-wide formatting requirements. This handbook also includes additional helpful tips about the writing process and administrative steps to take before/after the student defends their Dissertation.

A few notes about completing the dissertation:

- In order to defend during the Spring before internship, data collection ideally should be done by early Fall of the student's 5th year (to adequately schedule running analyses, writing, and committee revisions), which means the prelim and proposal may need to be defended prior to the beginning of the student's 4th year. Keep in mind that the student will likely have applied for internship during the dissertation year, which means that they will spend January attending interviews, stressing out about rankings, and generally feeling tired, so they will not have much time for writing (and much less for data cleaning or running complicated analyses).
- **Defending during the Spring before internship is important, as if the student does this, they will not have to pay for any dissertation credits. However, if the student does not defend their dissertation by the end of the Spring before going on internship, they will need to pay out of pocket for 1-2 dissertation credits the semester during which they defend (which would be about \$1,500-\$3,000 as of 2025).**

Timeline for the oral defense of the dissertation: The written Dissertation must first be approved by the student's advisor. When writing, the student should leave sufficient time for sending drafts back and forth with their advisor. Once it is approved by their advisor, the student should send their written Dissertation to their Doctoral Advisory Committee within the next day or two. The Doctoral Advisory Committee then has two weeks (14 days) to review and return the documents, unless there are extenuating circumstances (which would be discussed upfront). The student

should reserve at least another 2 weeks to address any edits required by their committee before committee approval (e.g., a week to respond to the committee's comments, and a week for the committee to review the student's responses/edits). If, after that time, any of the committee members does not approve, the student must continue the revision process until it is approved. Depending on the length of this process, the Oral Defense (see below) may have to be postponed/rescheduled. After it is approved by the Doctoral Advisory Committee, the student should send their written Dissertation to the rest of their Dissertation Defense Committee. They have at least 2 weeks (14 days) to read it in preparation for the Dissertation Oral Defense. Therefore, the student must have a minimum of six weeks between receiving their advisor's approval of the written Dissertation and the date of the Dissertation Oral Defense. More time may be needed to accommodate revisions by the core committee.

Other information about scheduling the dissertation defense:

- **To schedule the final Defense, the student MUST first complete the "Announcement of Dissertation Defense" form (see the Forms channel of TUPortal) and submit it to the department coordinator. This needs to be done at least 4 weeks before the defense!** The student should make sure to list each faculty member's name only once in Section 3. The student should not list the same names in each column. Instead, they should list all names in the left column, except the Dissertation Examining Chair, who they should list at the top of the right column.
- When the student is ready to schedule their dissertation defense, they should first decide with their advisor who they want to serve as the examining chair for their dissertation. The Dissertation Examining Chair is the faculty member who runs the Dissertation Defense meeting and is almost always one of the two members of the core committee who is not the student's primary advisor (one's primary advisor cannot also be their examining chair). Once the student and their advisor have decided who they want to serve as the Examining Chair, the student should ask them if they are willing to serve in that capacity (they almost always will be).

Other information about the dissertation defense itself:

- On the day of the Defense, the student should be sure to bring the "Final Examination Report for Doctoral Candidates" form (found on TUPortal) to be signed by their Committee.
- The Defense is an oral presentation of the Dissertation study (which may also include other studies). This is usually scheduled for 2 hours.
- The Defense is expected to last about 1.5 to 2 hours (block off 2 hours when scheduling a dissertation defense) and include an approximately 20-30 minute PowerPoint presentation (e.g., 20 or so slides) with or without handouts. The student may think of The Defense as akin to a job talk, although shorter, and faculty at a dissertation defense are more likely to ask questions throughout. Most of the rest of the time will be spent on faculty asking the student questions related to the dissertation. This can (and likely will) occur both during and after the presentation.

Information about what steps must be taken after defending the Dissertation:

- The signed “Final Examination Report for Doctoral Candidates” form should go to the department coordinator, who will then forward all materials to the Graduate School. The student should NOT SEND THAT FORM DIRECTLY TO THE GRADUATE SCHOOL.
- The “Temple Dissertation & Thesis Handbook” includes a helpful checklist of steps to take to have the dissertation officially processed by the University.
- For August graduation, the student will need to have their dissertation successfully defended AND uploaded to the graduate school by mid to late July at the latest (the specific date changes from year to year).

4. Clinical Training

A. Overview. Clinical training follows a sequence of acquiring foundational skills under close supervision in our in-house clinic, the Psychological Services Center (PSC), followed by more advanced and specialized clinical work via external externships/practica. Due to university policy for employees working with clients, all students entering the Temple University Clinical Program must agree to and pass state and federal background checks.

B. The Psychological Services Center (PSC). The PSC is the clinical training site for students beginning in the summer of year 1 in the program to the summer of year 3 in the program. The clinic serves a diverse population largely from the area surrounding Temple University. Students receive clinical training in evidence-based approaches to assessment and treatment. Students are supervised by licensed Clinical Psychologists, and all student clinical interactions are videotaped for review by the assigned supervisor. Students typically rotate therapy supervisors each semester to provide exposure to different supervision styles and approaches. Each therapy supervisor will have a “clinic team” consisting of approximately four graduate student therapists whom they supervise. Clinical supervision of the clinic team includes a combination of individual and group supervision during the Fall and Spring semesters (more group-focused in the summer) with an average of 3 hours of therapy supervision per week. While in the PSC, clinical students are expected to provide 3-4 direct service hours per week, typically with a caseload of up to six clients. Therapy direct service hours or caseloads in the PSC beyond this require advisor approval.

All students in the program are also expected to complete 3 school admissions assessments and 3 neuropsychology/integrative assessments for clients in the PSC. The first school assessment will be conducted in the Fall of the students' first year with the assistance of a more senior student and supervised by the instructor of the Assessment I course (currently Deborah Drabick) and the director of Assessment for the PSC as a part of that course's requirements. The remaining assessments should be conducted while students are seeing clients in the PSC and will be supervised by the Director of Assessment for the PSC (currently Tania Giovannetti). Students should complete all the required assessments by the end of their 3rd year in the program. Occasionally, the timeline may be extended to the 4th year due to extenuating circumstances. In this situation, students in the 3rd year should get approval from the Director of Assessment to extend the assessment deadline.

The administrative structure of the PSC is discussed with students at the Fall semester orientation by the DCT, and then again in more detail in the Spring of the 1st year by the director of the PSC (currently Rob Fauber). In general, the director initiates and responds to referral sources to facilitate client flow, identifies rich educational opportunities for clinical work, provides direct clinical supervision, and assures that all supervision at PSC is of the highest quality. The clinic operates Monday-Thursday year-round and is typically only closed when the university is officially closed and on official holidays, with supervisory coverage available throughout the year. Three graduate students are selected to serve as paid PSC graduate staff and help run the clinic, thus receiving valuable experience useful for entry to post-graduate administrative positions. An

updated PSC manual devoted to policies and procedures of PSC is available from the PSC director. Please refer to that manual for more specific questions regarding the operation of PSC outside of the program requirements.

C. External Practica. Following 2 years on a PSC clinic team, during their 4th and/or 5th year, students may pursue optional external practicum opportunities. **Please note that the external practicum should be for no more than two 8-hour days a week, totaling 16 hours a week.** There is a bit of “wobble room” on the number of total weekly hours for paperwork, but the external practica cannot exceed 2 days a week, and it cannot exceed a total of 20 hours a week maximum, even with paperwork, etc. In addition, the externship must include at least 1 hour of supervision (individual or group) from a licensed psychologist at the externship per week (if supervision is from a different mental health professional consult with DCST), and the externship must include direct observation of the student’s clinical work (e.g., watching therapy tape or sitting in on a therapy session) by the externship supervisor at least once per semester.

A variety of external sites are available to students in years 4 and 5. The Temple PhD Clinical Psychology Program is a part of the Pennsylvania and Delaware Directors of Training Consortium (PENDELDOT) of training programs and external practica. PENDELDOT has a directory of external practica sites <https://pendeldot.apa.org/>. However, this website is down as of September 2025, as PENDELDOT is in the process of finding a new web host for their website. Beyond this repository, there is also the Temple Resource Handbook for Finding an External Clinical Practicum Placement (aka Temple External Practicum Handbook), a document that has information about different externships in the area from past Temple students who have attended those internships. In the clinical area student repository, students can also view the “Tracking Sheet of Previous Temple Students' Externship Experiences” document, which lists all of the practicum sites where Temple students have (a) interviewed and (b) trained. Finally, timeline, application requirements, and other information are distributed during annual student-run externship meetings (organized by student representatives of the Clinical Area Talk Committee), typically held in late November/early December. When selecting a site, advanced students who have externed there are a valuable source of information.

External practicum is not a program requirement. However, it is very common, occurring most during the 4th year of the program, but also often during the 5th year. Also, in some cases, it is possible to petition to go on external practicum in the third year in the program.

Petitioning to go on external practica in year 3. Students who have almost exclusive specialized clinical interests (e.g., neuropsychological assessment) that they would have very limited exposure to in the PSC may petition to go on external practica in their 3rd year in the program. Students considering this should reach out to discuss this interest with their advisor by November of their second year or earlier (in order to apply in January). With approval of their advisor, the student would then petition the Clinical Faculty to go on external practica early. Approval of early practicum is granted based on how well the student is doing in the program overall, their performance as a clinician at the PSC, the rationale for their request (e.g., the student wants to

explore a career interest that is not typically offered in the PSC, such as working with forensic populations), and program/PSC considerations.

External practicum in year 5. Students often go on external practica in their 5th year in the program. Students need to demonstrate reasonable progress toward their dissertation and generally meet program expectations by October 15th of their 4th year in order to apply for 5th year externship. If there is disagreement between the student and advisor at that point, disputes will be resolved with the assistance of the DCST (currently Mike McCloskey) and associate DCST (currently Lauren Alloy), and potentially the full clinical faculty. If the student has not fully met program expectations by October of their 4th year, they may prepare their 5th year externship application materials, but their eligibility to go on external practica will be decided by the clinical faculty during a faculty meeting in early January.

Applying for external practica. To apply for external practica, students must have completed their two years of clinical training in the PSC and be deemed ready for external practica by the clinical faculty. The externship application process is set forth by the PENDELDOT Uniform Timeline for Practicum Applications, which is sent to externship applicants via email by the DCT each year. **The tentatively finalized 2025-26 PENDELDOT Externship Match Guidelines are as follows:**

All externship sites and doctoral students participating in the NMS Externship Match Process are expected to adhere to these minimally acceptable standards for externship:

- a. 16 hours/week – in no more than two days (if modified, permission of Program Director/DCT required). The portal listing for each site must state whether the student will be delivering services in-person, via telehealth, or a combination of the two.
- b. Direct observation at least once during each semester (**APA’s Implementing Regulation C-14- D (IR C-14-D)**).
- c. Live supervision in the form of at least one hour of face-to-face, **individual** one-on-one dyadic supervision per week by a doctoral level psychologist and another hour of “other” types of supervision. Programs may require oversight or supervision by a licensed psychologist. Sites should use their portal entry to inform students about the supervision they offer to students. Supervision may be offered virtually, as needed, due to safety or health reasons. The portal listing for each site **must state** whether they will be providing supervision in-person or via tele-supervision.
- d. Externship must have a stated didactic component to the training – specifics are not mandated.
- e. The NMS Externship Portal will open on November 3, 2025, with registration emails being sent to training sites. All sites wishing to participate in the electronic externship match must register and have their directory listing completed no later than November 23, 2025. The

Externship Portal will open to students on December 1, 2025. **The URL for the NMS Portal is TBD.**

- f. Externship sites must specify the type of documents they want students to upload. Sample documents might include: eligibility letter, cover letter, CV, assessment report or case summary, letters of recommendation, unofficial transcript, etc.

General Match Information

1. The NMS Externship Portal will open on December 1, 2025, at 9:00 AM. All sites participating in the Electronic Match **must** use the portal for accepting applications and scheduling interviews.
2. Students can upload their materials from December 1, 2025, through January 24, 2026. Students are reminded that the NMS Externship Portal is not “first-come, first-served” and that they need not upload right when the Portal opens.
3. Students may access the Portal to ensure their applications have been received by the sites to which they applied.
4. The Interviewing Schedule function of the Portal opens on January 20, 2026. This will remain open until February 18, 2026; however, interviews can be scheduled through March 2, 2026.
5. Sites need to post on their Portal entries whether interviews will be in-person, remote, or some combination of the two. Sites are strongly encouraged to engage in equitable and fair decision-making regarding students who choose the remote option, should this be available.
6. Students may begin ranking sites on March 2, 2026. The ranking occurs within the NMS Externship Portal. There is no other way to submit rankings. Student must use the Portal to enter their rankings no later than 11:59 PM on March 24, 2026. Once rankings are submitted, they cannot be changed. Results of the Match will be released on March 31, 2026, at 12:00 PM.
7. On April 2, 2026, Post-Match procedures will begin. Students should check the Portal for information about open/available sites. Sites will be able to “suspend” their site when they have filled all of their positions. The “suspension” will temporarily remove the site from the Directory, so as to inform the remaining applicants that they are no longer being considered.
8. Post-Match offers will begin on April 14, 2026. There is no need to enter rankings for Post-Match sites. If a site wishes to offer an externship to a student, they should send an email to the student, cc'd to the student's DCT.

9. Any concerns related to the NMS Externship Match process (including tech support) should be directed to NMS via the following email address:
10. There is a joint committee that will hear complaints or concerns related to the NMS Externship match. To convene this committee, please reach out to David Brandwein at dbrandwe@kean.edu or Jim Haugh at haugh@rowan.edu.

Student Information

1. Students should insert their DCT's name, email address, and phone numbers on their CVs. **Students should indicate the days of the week that they are available for externship and the day/s that they are not able to attend.**
2. Students must confirm receipt of any interview offer by emailing the Externship Coordinator at the site and their DCT.
3. Students should ask for letters of recommendation from their faculty or others as early as possible in the semester.
4. No Thank You Notes: Students are not to send "Thank you" notes to their interviewers or to other professionals at the externship site.
5. Students will be permitted to upload fifteen (15) applications per externship year. All applications must be uploaded through the NMS Externship Portal.
6. Students applying for PRE-DOCTORAL INTERNSHIP (through the APPIC Match or otherwise) MUST ATTEST, on their externship application, that they are applying for internship concurrent with the application for externship. These students must receive their DCT's approval to apply for externship concurrent with internship. Externship sites should state their position about such applications on their Portal site.
7. For the current match year, the NMS Externship Match will be open only to NYNJADOT/PENDELDOT member schools through the end of the Post-Match Vacancy process. Any sites with unfilled slots after the end of the Post-Match Vacancy process can offer slots to students from non-member programs.
8. Students are responsible for asking externship sites how supervision will be provided and how that corresponds to local laws for licensing psychologists.

DCT Information

1. DCTs are encouraged to discuss the student's externship site ranking list with students prior to the student submitting their rankings in the Portal.

2. DCTs will provide Verification Letters, submitted through the Portal, that specify the number of hours and number of days/week that students can attend externship. If a student is applying for both externship and internship, this must be stated on the Verification Letter.
3. Students who are applying for their first or second externship are permitted to complete no more than 16 hours per week on two days of externship. Without express permission from the student's DCT, students who are applying for their third or fourth externships are permitted to complete no more than 20 hours per week on externship.
4. DCTs will ensure that students are complying with these guidelines, including the limit of fifteen (15) applications per externship match year.
5. DCTs should inform students that successful matching at an externship site is contingent on the execution of an affiliation agreement. This may be a requirement at the site and/or the university level.

Practicum Evaluations. The student's primary clinical supervisor at the external practica sites will be required to complete an evaluation of the Temple graduate student in December and again in May/June using the Temple Externship Evaluation form.

External Practica and Teaching Assistantships. For those who will be a TA the same year that they are on externship, they need to make sure they are available to TA either M/W/F or T/TH. This means they should not take externship days that include both one day from M/W/F and another day from T/Th. If this is a problem, the student should discuss it with their mentor, the DCST, and the Associate Chair (currently Pete James).

Malpractice Insurance. Temple University provides malpractice insurance for all graduate clinical psychology trainees during external practica. If an external practicum site requires proof of this in terms of a COI (certificate of insurance), the DCST should be informed by the practica and/or student so that they can obtain the COI and send it to the external practicum.

Clearances. The Department will reimburse students for clearances for an external practica in excess of \$100. To apply for reimbursement, using Concur: (1) Submit total expenses paid with receipts attached, (2) Do a negative miscellaneous adjustment of \$100.00 through Account 7600. The Department will reimburse the balance of the report, which would be the difference between Total Clearance Expense and the \$100.00 negative Adjustment (3). Charge the expense to FOAPAL 165105-18110-02. If students have any questions, they should contact the Department Executive Administrator (currently Veronica Holloway).

Some tips for obtaining clearances:

- PSC now renews clearances every 4.5 years; most practicum sites will allow students to have the PSC send clearances on their behalf. Students may also request copies of their PSC clearances from the PSC manager (currently Judith Tindall).
- Temple Employee Health Services offers a 10-panel drug screening for a cost that is often cheaper than going through LabCorp or other similar providers.
- PPD screenings can be obtained from Student Health Services at a low cost as well.

D. **Predoctoral Internship.** All doctoral clinical psychology graduate students are required to complete an American Psychological Association (APA) or Canadian Psychological Association (CPA) accredited clinical psychology internship. Most students apply in their 5th year to go on internship in their 6th year. The internship application and matching process is governed by the Association of Psychology Postdoctoral and Internship Centers (APPIC) <https://www.appic.org/>. The deadline for completing the internship applications is typically November 1st. Students cannot apply for internship unless they have successfully defended their preliminary examination and dissertation proposal one month in advance of this deadline (October 1st). Information about the process of applying for internship is provided to students via “internship preparation meetings” conducted by some of the clinical faculty. These typically begin in August/ September. In addition, internship application timelines, requirements, and other information are distributed during an annual student-run internship meeting (typically held post-Match Day), during which current applicants discuss their experiences with future applicants.

Students on internship must register for one internship credit (PSY 9485) in the Fall semester and one internship credit (PSY 9485) in the Spring semester of their internship year.

A student cannot graduate until they finish their internship. Summer graduation is in early/mid-August, so if a student’s internship does not end until after July 31, they will have to apply for December graduation. Students can apply for graduation before they end the internship if they are on track to complete it by the end of July. In addition to the application for August graduation, a letter of completion (or expected completion by 7/31) needs to be sent to the DCST from the internship director, who will share this information with CLA.

5. Course Work

A. Overview. Clinical students complete a required sequence of coursework in their first three years in the program designed to provide them with both foundational knowledge consistent with the APA Discipline Specific Knowledge and support the development of Profession-Wide Competencies. As such, the courses are intended to be sequential, cumulative, and graded in complexity, supporting the development of our students' independent research and clinical skills.

The primary focus of our 1st year curriculum is to provide foundational clinical psychological science and practice training. As such, students are required to take a series of courses designed to provide them with a solid foundation in key facets of clinical science including research methods (Research Methods, PSY 9411) and quantitative methods (Statistics I PSY 8011, Statistics II PSY 8021), as well as an understanding of the research on the etiology and classification of psychopathology (Psychopathology, PSY 8412). First year students are also introduced to methods related to the practice of psychotherapy (Introduction to Clinical Psychology, PSY 8433) and a 2-semester sequence on psychological assessment (PSY 8413, PSY 8423), forming the basis of their later clinical work. First year students also receive training in foundational discipline-specific knowledge during their 1st year in social, cognitive, and developmental aspects of behavior (PSY 8481). Notably, History and Systems of Psychology content is infused across the different required Clinical courses. To ensure students have met a minimum level of achievement for the history and systems of psychology content, they complete an exam consisting of multiple-choice items from the history and systems content of each 1st year course. Students must get a score of at least 80% on the exam to meet the minimum level of achievement (MLA) for history and systems.

Coursework in year 2 builds on year 1 with courses specific to the implementation of Cognitive Behavioral Therapy and Empirically Supported Treatments (PSY 8411) and Multicultural Issues in Clinical Psychology (PSY 8410), as well as clinical (therapy) and assessment practicum (see clinical training above). Year 2 also continues training on discipline-specific knowledge (e.g., the Affective Basis of Behavior summer reading list or comparable affective aspects of behavior course such as Affective Neuroscience [PSY 8005] or The Psychology of Emotion [PSY 8610]), as well as the integration of discipline-specific knowledge areas (our "bio-integrative course," e.g., PSY 8712). Year 2 also begins coursework on advanced, more specialized topics (i.e., electives).

In year 3, coursework is reduced and focused on more specialized elective courses (e.g., Multivariate Techniques, PSY 8031). Years 4 and 5 are devoted to advanced research and clinical work, with no formal coursework (other than one research-related credit a semester).

In total, students must complete 68 total credits, 60 of which come from courses (the other 8 credits consist of 6 research-related credits and 2 internship credits). The 60 credits of courses can be divided into required courses, assessment and clinic teams, and bio-integrative and elective courses. Below is an example of the clinical area curriculum.

Clinical Area Curriculum: 68 credits		
Semester (credits)	Course (credits)	Course #
Yr 1- Fall (12)	Statistics I (3)	8011
	Psych. Assessment I (3)	8413
	Research Methods (3)	9411
	Psychopathology (3)	8412
	Prof. Issues for Psychology Careers (0)	8017
Yr 1-Spring (12)	Statistics II (3)	8021
	Psych. Assessment II (3)	8423
	Intro to Clinical Psych (3)	8433
	Social, Cognitive and Developmental Aspects of Behavior (3)	8481
	Teaching of Psychology (0) see note ³	8015
All Year 1	(research in mentor's lab)	N/A
Yr 2- Fall (12)	CBT and ESTs (3)	8411
	Clinical Practicum I ⁴ (3)	9XXX
	Assessment Practicum I (3)	9987
	Bio-integrative course ⁵ or General elective ⁶ (3)	(e.g.) 8712
Yr 2- Fall (12)	Multicultural (3)	8410
	Clinical Practicum II ⁴ (3)	9XXX
	Assessment Practicum II (3)	9987
	General elective ⁶ (3)	(e.g.) 8430
All Year 2	(research in mentor's lab)	N/A
Yr 3- Fall (6, 7 or 9) ¹	Clinical Practicum III ⁴ (3)	9XXX
	Bio-integrative course ⁵ or General elective ⁶ (3)	(e.g.) 8420
	Independent Readings on Affective Aspects of Behavior (AAB) ⁷	9983
	(also research in mentor's lab)	N/A
Yr 3- Spring (4, 6,7 or 9) ¹	Clinical Practicum IV ⁴ (3)	9XXX
	General elective ⁶ (3) ... or 9994 (1) if last electives taken in Fall	(e.g.) 8610
All Year 3	(research in mentor's lab)	N/A
Yr 4- Fall 1	Prelim/Proposal (1)	9994
Yr 4- Spring 1	Prelim/Proposal (1) ⁸	9994
All year 4	(research in mentor's lab)	N/A
Yr 5- Fall (1)	Dissertation (1) (after being advanced to candidacy) ⁸	9999
Yr 5- Spring (1)	Dissertation (1).. or (3) if defend before end of semester	9999
All year 5	(research in mentor's lab)	N/A
Yr 6 – Fall (1)	Internship (1)	9485
Yr 6 – Spring (1-3)	Internship (1)	9485
Yr 6 ²	Dissertation (1-2) if not defended before end of Spring semester year 5	9999

1. In year 3, students can either take 9 credits in Fall and 4 in Spring or 6 credits in Fall and 6 in Spring. This may be different for people taking statistics (e.g., 9/6) or Neuroscience concentration/certificate (e.g., 7/7).
2. In the semester the student defends their dissertation, they must take as many 9999 credits as needed to get to 6 total 999X credits. Students must pay for these unless they defend the Spring before leaving for internship (in which case, Temple pays).
3. This course is not required for the degree, but is required to teach in summer. Students typically take this course during the Spring of year 1 or 2 (depending on the 1st time they plan to teach).
4. Students must complete 12 credits of Clinical Practicum (e.g., [PSY 9187](#), [PSY 9287](#), [PSY 9387](#), [PSY 9487](#))
5. The bio-integrative course is selected from the departmental list of approved courses.
6. All students must take 3 general electives.
7. Readings completed over summer and then the test taken in the Fall of year 3. Required unless the AAB requirement is met by taking an equivalent course (only occasionally offered).
8. Assumes preliminary exam and dissertation proposal are defended at the same time (and by early Fall of year 5). For other cases, see the graduate student handbook.

B. Required Courses. All clinical students must take the following courses. Incidentally, all students have the same course schedule in year 1. These courses provide the necessary foundational knowledge for most Discipline-Specific Knowledge (DSK) areas and prepare the student for more advanced work.

<i>Required Courses (30 credits total)</i>	<i>Semester Taken</i>
Graduate Statistics I (3 credits)	Year 1 Fall
Psychological Assessment I (3 credits)	Year 1 Fall
Clinical Research Methodology (3 credits)	Year 1 Fall
Psychopathology (3 credits)	Year 1 Fall
Professional Issues for Psychology Careers (0 credits) ¹	Year 1 Fall
Graduate Statistics II (3 credits)	Year 1 Spring
Psychological Assessment II (3 credits)	Year 1 Spring
Introduction to Clinical Psychology (3 credits)	Year 1 Spring
Social, Cognitive, and Developmental (SCD) Aspects of Behavior (3 credits)	Year 1 Spring
Cognitive Behavioral Therapies and Empirically-Supported Treatments (3 credits)	Year 2 Fall
Multicultural Issues in Clinical Psychology (3 credits)	Year 2 Spring

¹Professional Issues for Psychology Careers (PSY 8017) is required of all students during the Fall semester of their first year. This seminar is designed to provide students with information to help them excel as graduate students as well as advance their careers post-graduate school. Topics covered include ethical issues and the responsible conduct of research; mentoring (the student-faculty relationship); developing a line of research; authorship, collaboration, and publication of empirical journal articles; open science; and issues of diversity in academia.

Assessment and Clinic (Therapy) Team. During their first summer, students begin a 2-year internal therapy practica in our Psychological Services Center (Clinical Practicum I – IV: PSY 9187, 9287, 9387, 9487). This is paired with required coursework (see above) specific to the implementation of Cognitive Behavioral Therapy and Empirically Supported Treatments (PSY 8411) and Multicultural Issues in Clinical Psychology (PSY 8410) in the Fall and Spring of year 2, respectively. These experiences provide theoretical (e.g., understanding of the underlying evidence base, the support for “flexibility within fidelity”) and practical (e.g., treatment planning, treatment monitoring) training in the application of evidence-based intervention techniques, as well as enhance the knowledge, skills, and awareness of clinician trainees pertinent to providing effective, inclusive, and sensitive psychological treatment in a multicultural environment. Likewise, in year 2, students begin a year-long internal assessment practicum (Assessment

Practicum PSY 9987) where they learn to apply principles from the year 1 assessment sequence, including how to choose and administer evidence-based assessment instruments, interpret assessment findings, and integrate this information to inform treatment recommendations.

<i>Assessment and Clinic (Therapy) Teams (18 credits total)</i>	<i>Semester Taken</i>
Assessment Practicum I (3 credits)	Year 2 Fall*
Assessment Practicum II (3 credits)	Year 2 Spring*
Clinical Practicum I (3 credits)	Year 2 Fall
Clinical Practicum II (3 credits)	Year 2 Spring
Clinical Practicum III (3 credits)	Year 3 Fall
Clinical Practicum IV (3 credits)	Year 3 Spring

*Note: Although students take the Assessment Practicum ("Assessment Team") course for credit during both semesters of their 2nd year, 3rd year students also receive supervision of their Neuropsychological/Integrated Testing cases through this course (e.g., open supervision hours during the class meeting time) and are required to attend some of its meetings. Thus, third-year students should block off the Assessment Practicum course meeting time in their schedules (for both the Fall and Spring semesters).

Bio-integrative and elective courses. All students are required to take a “bio-integrative” course, which refers to a group of courses that provides both broad foundational knowledge in biological aspects of behavior as well as the integration of two or more aspects of behavior. With regard to the biological aspects of behavior, these courses all include foundational training on functional neuroanatomy, neurotransmission, neurotransmitters, and hormones, as well as biological development. Bio-integrative courses include Social Neuroscience of Developmental Psychopathology PSY (8310), Motivation and Health and Disease (PSY 8310), and Neuromodulation of Learning and Memory (PSY 8310), and Social Neuroscience and Psychophysiology (PSY 8620) Students also take 3 courses on advanced, more specialized topics in line with their pedagogical and career goals (i.e., electives). Students are free to take any departmental course for their electives, but examples of commonly taken electives include “Multivariate Statistical Techniques” and “Grant Writing.” These courses are taken during the student’s 2nd and 3rd years in the program

Bio-integrative and elective courses (12 credits total)	<i>Typically one course taken in each of the following semesters:</i>
Bio-Integrative Course (3 credits) ¹	<ul style="list-style-type: none"> • Year 2 Fall

Three psychology electives (i.e., General Electives; 3 credits each)	<ul style="list-style-type: none"> • Year 2 Spring • Year 3 Fall • Year 3 Spring
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¹ The APA requires students to complete a “bio-integrative” course that integrates biological aspects of behavior with another aspect of behavior. Examples of courses that fulfill this requirement include" Affective Neuroscience (Psy 8005), Cognitive Psychology / Core in Cognitive Neuroscience (Psy 8312), and Behavioral Neuroscience (Psy 8712). Please note that this course is also used to provide graduate knowledge in biological aspects of behavior.

Taking an elective outside of Psychology. It is recommended that students take all of their courses within the Psychology and Neuroscience Department. If students want to take a course outside of the Psychology and Neuroscience department for one of their three electives, they must get permission from the CLA. Students may do this by emailing the Director of Graduate Studies (currently Tania Giovannetti) while CCing their mentor and the DCST, informing them of which course the student wants to take (including the course name and number) and explaining why this course is important to the student’s pedagogical goals. They will confirm the student’s eligibility to take the course with the CLA. Please note that the maximum number of credits that a student can possibly take outside of the CLA is six.

C. Other Course-Related Requirements.

<i>Requirements</i>	<i>Semester Taken</i>
History and Systems Test	End of Spring Year 1
Affective Aspects of Behavior Exam (PSY 9983 for 0 credits).	Readings in Summer after Year 2, Register for and take Exam in Fall of year 3
Teaching of Psychology (PSY 8015) (optional; 0 credits) ⁷	Spring preceding the first summer a student intends to teach
999x Credits (1 credit each, take 6 in total) ⁸	Years 4 through 6
Internship Credits (1 credit each) ⁹	Fall and Spring of Internship Year

As stated, **History and Systems of Psychology** content is infused across the different required Clinical courses. To ensure students have met a minimum level of achievement for the History and Systems of Psychology content, they complete an exam consisting of multiple-choice items from the history and systems content of each first-year course. They do this near the end of the Spring of their first year. Students must get a score of at least 80% on the exam to meet the minimum level of achievement (MLA) for history and systems. If students do not get a score of

80% they will be given a chance to retake the test. A second score of under 80% will require remediation.

For most students, the **Affect Aspects of Behavior (AAB)** Domain-Specific Knowledge will be covered via an independent reading course over the summer of year 2. Specifically, in late Spring, students are assigned approximately 30 articles to read over the summer. Students will then take a 50-item multiple-choice question exam in the following Fall. This exam is based on the main points of the articles. Students must earn a score of 80% or higher to pass. Students who do not pass are allowed to retake the test. Students who do not pass on two occasions will need remediation. Please note that students doing the independent readings and taking the AAB test should register for PSY 9983 Independent Readings on Affective Aspects of Behavior for zero (0) credits in the Fall of year 3. Alternatively, the AAB requirement can be met by taking (and passing; B- or better) the course Core in Affective Neuroscience (PSY 8005) or, Topical Seminar in Organizational-Social (PSY 8601, "In the Feels," Taught by Chelsea Helion). However, these courses are not always available, in which case students need to complete the independent readings and take the AAB test.

Teaching of Psychology is an optional course that is not a required part of the curriculum. However, students must take this course before they can be a primary instructor (i.e., teach a course). Since teaching a course is a common way of getting a summer salary, most students take the course. It is typically offered in the Spring, and it is required that the student take it in the Spring before teaching their first course. Clinical students who take the course must do it for zero (0) credits.

Research (9994, 9998, 9999) credits. Students who take fewer than six credits in a semester must take one (and only one) research credit in that semester to maintain full-time status. Students are not allowed to take these research credits until they have either (1) finished all of their courses (excluding possible NS reading credits) or (2) are currently taking their final course (again excluding possible NS reading credits) and have less than six credits that semester. When taking a research credit, students will take a 9994 credit if they have not yet defended their preliminary examination. Students start taking 9999 credits once they have defended their preliminary examination and dissertation proposal and have been advanced to candidacy. On the rare occasion where a student has defended their preliminary examination the prior semester but still has not defended their dissertation proposal, they would take a 9998 credit.

Research credits, dissertation defense, and responsibility for payment. Students must have a total of 6 of these research credits to graduate, with at least 2 being 9999 (dissertation) credits. However, as mentioned earlier, the student cannot take more than one research credit a semester and cannot begin taking them until the student is completing/has completed their coursework. When a student defends their dissertation, they will register for however remaining research credits are needed to get to six total research credits. If the student does this before the end of the Spring before they go on internship, they will not have to pay for these credits. ***If a student does not defend their dissertation by the end of the Spring before they leave for internship they will be required to pay for these 1-2 credits themselves. This could cost up to***

roughly \$3,000, so it is in the best interest of the student to complete and defend their dissertation by the end of the Spring before they leave for internship. If a student is on track to defend their dissertation in the Spring before leaving for internship they can register for the remaining dissertation credits and have those credits paid for by the department/college. **We call this the “top-up” procedure.**

Top-up Procedure. Students defending their dissertation in the Spring before internship can request to be registered for the additional 9999 credits needed to reach 6 total 999x credits (aka "topped up") once they have a specific defense date agreed upon by their mentor and committee. Thus, the defense date must be set (and conveyed to the department coordinator and the Director of Graduate Affairs for the CLA [currently Julia Falcon]) at least 1 week before the end of the withdrawal period (please note that this should not pose any issue, as the defense date needs to be set 6 weeks before the actual defense). The actual defense can occur any time in the Spring semester (i.e., up until the last day of finals), but it is strongly recommended that students schedule their defense before the last few days of finals.

- To request to be "topped off/up" (register for extra 999 credits), students should follow this procedure:
 - After receiving confirmation about the selected Defense date from their advisor and committee: students should email the department coordinator (and cc their advisor, the Director of Clinical Science Training [DCST], and CLA Director for Graduate Affairs) letting the coordinator know that the student will be defending their Dissertation on XX date, and asking them to register the student for the number of additional 9999 credits needed to reach a total of six 999x credits. This needs to be done by the end of the withdrawal period for the semester (the 6 weeks in advance scheduling should ensure that this occurs before that time).
 - A student’s advisor will “reply all” to this email to either a) confirm that the student will, in fact, defend their Dissertation on that date, or b) clarify that this may actually not happen. *This latter situation should be very rare, given the expectation that the advisor and student will have developed a feasible timeline together.*
 - **NOTE: If a student is on Fellowship, the department coordinator needs to communicate to the Graduate School (i.e., the Assistant Director of the Office of the Graduate School, currently Tangia Boyd) that additional 9999 credits have been added to the student’s account, as the Graduate School will pay for these credits. The student may wish to remind the department coordinator to please do this once it is confirmed that the 9999 credits were added to their account to prevent late-posting of the additional tuition remission.**
 - **NOTE: from Tangia Boyd, current Assistant Director of the Office of the Graduate School: "In cases where the top-up is added during a given semester of final year of fellowship, the liability of Graduate School covering the tuition cost will be done on a case by case review (i.e., the Graduate School may not be responsible for tuition costs exceeding its fellowship cost-share)."**

Internship Credits (PSY 9485). During both the Fall and the Spring semester of the internship year, students should register for one PSY 9485 credit. This is required, and it allows the student to maintain full-time student status.

D. Non-Course-Related Didactic Requirements.

<i>Requirements</i>	<i>Semester Taken</i>
Attendance at Clinical Psychology Area Talks	Years 1 through 4 (and later as possible)
Attendance at Research Day	All years not on internship. (starting in 2026) No externship exception.
Attendance at department colloquium	All years not on internship

Each semester, there are roughly 2 **clinical area talks** and 1-2 larger **departmental colloquia**. Students are expected to attend these talks, unless they are on external practica. If a student cannot attend the talk because they are on external practica or for other exigent circumstances, they are expected to Zoom into the talk or watch the taped talk if possible. Furthermore, the clinical area holds its **Research Day** during the Fall semester of each year, during which each person who defended their predissertation (or comparable project if they had their predissertation transferred in from another graduate program) presents their study to the whole clinical area. As this is a program requirement, all students and faculty are expected to attend, including those who are usually on externship that day.

E. Transferring credits from another graduate institution. Students can transfer a maximum of 9 credits from another institution. For a course to be transferred, it must be deemed appropriate to stand as part of the student's training in the Ph.D. program (i.e., it must be comparable in content and quality to a current offering in the Temple Psychology program) and the student must have received a grade of B- or higher in the course(s).

The general process for students transferring credits is as follows:

1. Identify existing Temple course that corresponds closest to the one that the student wishes to transfer.
2. Provide course descriptions and syllabi to the student’s advisor for approval.
3. Once approval is obtained from the student’s advisor, email the DCST to request the transfer credits. Include the course descriptions and syllabi for the course and the corresponding Temple course. The DCST will present the information to the clinical faculty for a vote.
4. If approval is obtained from the Clinical faculty, complete the CLA form: *Transfer of Graduate Credit Request* (request from Vanessa Allen-Smith)

5. Get advisor's signature on CLA form, then provide the form AND course syllabi to the Graduate Program Coordinator, who will facilitate obtaining required signatures outside of the Department. The student does not need to send the form to the College themselves.

6. Evaluation of Students.

A. **Evaluation General Expectations.** After each Fall and Spring semester, the Clinical Faculty meet as a group and evaluate all students with respect to their research productivity and contributions, clinical work, coursework, and overall professionalism, as well as general progress toward fulfilling the PhD requirements and any problem areas in completing the curriculum. After each evaluation meeting, each student will receive both general feedback on their progress in the program in the form of a letter from the Director of Clinical Science Training, as well as more individualized feedback (both written and verbal) from their advisor.

B. **DCST Letter.** The DCST letter is meant to provide an assessment of whether the student is making satisfactory progress in the program. In most cases, the letter will simply note that the student is making satisfactory progress in the program.

If it is determined that there is concern about the student's progress in any area, the DCST letter will be notated as a "**Letter of Concern.**" The goal of this communication is to address emergent issues before they become problematic. The concern will be defined, and the specific areas that need to be addressed will be outlined. The letter will also identify specific steps needed to remedy the situation and asks that the student meet with their faculty mentor to develop a specific remediation plan. Plans are highly individualized, but must include additional activities, supervision, and evaluation directed at remediating the area of weakness, along with (if appropriate) a defined and reasonable timeline, and criteria for completing the remediation plan successfully. Students are encouraged to request meetings with any other faculty members who might be of assistance to the student in clarifying the concerns and areas of improvement needed. All clinical faculty are available and committed to supporting students' efforts to understand the corrective feedback and develop a plan to address it.

If the student continues to exhibit difficulty at the time of the next student evaluation meeting (i.e., at the end of the next semester), and little to no measurable progress has been made on the issues specified in the Letter of Concern, they may be placed on formal Probation. In cases where probation is deemed necessary, the student will receive a written "**Letter of Probation**" from the DCST, outlining the areas of progress that have not been made and specific expectations that must be met within a particular time period (typically by the end of the following semester) to have the probationary status removed and to be returned to good standing (e.g., maintenance of a particular GPA, completion of specific research requirements). Processes to have the probationary status removed are consistent with the planning of addressing concerns. The student and their mentor will develop a remediation plan with clear markers of success and an accompanying timeline for completion of these markers.

Only after a remediation plan has been unsuccessfully attempted will faculty consider other options such as counseling the student to exit with their Master's degree, considering completing a PhD in General rather than Clinical Psychology, or leaving the program to pursue other interests. In the extremely rare instance in which the problem continues unabated, the situation

is brought to the attention of the Department's Graduate Committee (of which the DCST is a member), and, depending on the nature of that body's deliberations, the final steps in the process – a termination warning followed by a formal notice of termination – may be initiated in sequence.

It is also possible to earn a Commendation of Excellence, indicated by the words "**Letter of Commendation**" at the top of the student's DCST letter. This designation recognizes outstanding performance in academics, research, clinical work, and professionalism beyond the high expectations for Clinical Area students. In order to obtain a Commendation of Excellence, a student must be nominated by their advisor and voted on positively by the remaining faculty. The earliest a student can receive this is the end of their 2nd year.

C. Mentor Evaluation. Each Spring and Fall semester, the student will receive individualized written and verbal feedback from their mentor regarding their progress in the program. The written feedback is via a "Clinical Psychology Graduate Student Evaluation Form" that addresses four general areas (Coursework, Research Activities, Clinical Practice and Collegiality, and Professional Demeanor) reflecting the different domain-specific knowledge areas and profession-wide competencies assessed in the program. The verbal feedback occurs during a "mentor-student feedback meeting" in which the Clinical Psychology Graduate Student Evaluation Form is presented to the student, elaborated on by the mentor, and discussed with the student. For each general area, a student will be designated as either "meets expectation", "partially meets expectations," or "below expectations." A designation of "below expectations" will always be accompanied by a DCT letter of concern (or possibly probation if a very severe or continuing issue). A designation of "partially meets expectation" may or may not be accompanied by a DCT letter of concern, depending on the advisor and clinical faculty assessment of the situation, but it will always be discussed in the mentor-student feedback meeting. The mentor-student feedback meeting is also designed to be a time for the student to give feedback on their experience of the program and the mentor-student relationship.

Academic/Coursework. Students are required to achieve a grade of B- or better on all courses. Failure to achieve a grade of B- in a course that fulfills a requirement for a Discipline-Specific Knowledge Area (i.e., any course that is not an elective) will require the student to retake the course. Two grades below B- or one grade of F in any course is grounds for dismissal from the program as outlined in the graduate handbook.

For courses that cover multiple Discipline-Specific Knowledge Areas (i.e., Social, Cognitive, and Developmental Aspects of Behavior [PSY 8481], and the "Bio-Integrative course" which the student selects), students must also achieve a grade of B- (80%) or better for each Discipline-Specific Knowledge Area assessed. If a student fails to achieve a grade of B- for a specific Discipline-Specific Knowledge Area in one of these courses, the student will need to retake that test (or rewrite that paper in the case of the Advanced Integrative Requirement) and achieve a grade of B- or higher. This is also true for the affective aspects of behavior test and the history and systems test. Students who do not achieve a grade lower than B- for any Discipline-Specific Knowledge Area on two occasions will need remediation.

Research Skill. The Temple Clinical Psychology PHD program is a clinical science program with a heavy emphasis on research. At a minimum, the student will need to be actively engaged in research (including work with their advisor) throughout their time in the program, and complete, produce, and present a predissertation project, a preliminary examination, and a dissertation. However, it is expected that most students will also have additional publications, presentations, and possibly grant applications. An evaluation of “partially meets expectations” is the minimum research evaluation a student can receive if they are making adequate progress on their program research requirements (i.e., predissertation project, preliminary examination, and dissertation). If a student does not meet these criteria, they will receive a letter of concern, and the faculty will initiate a remediation plan (see above) to address the issue. A student’s research progress should be reviewed with them by their advisor each semester as part of an interactive discussion of strengths and weaknesses during the mentor-student feedback meeting.

Clinical Skill. Students will be evaluated and receive written feedback from their primary clinical supervisor on clinical competencies at the end of each Fall and Spring semester, both while in our in-house psychology clinic (PSC) and on external practica. While in the PSC, students will be evaluated using the “Clinic Team Evaluation Form.” While on external practica, students will be evaluated using the “Practicum Evaluation Form.” Both forms assess each of the nine profession-wide competencies and provide an overall assessment of the student’s clinical performance (both quantitatively and qualitatively). Students must have an overall clinical performance score of “3” (Satisfactory, generally functions at the expected level for a trainee at this point in the program) in their Fall year 3 clinic team evaluation to be allowed to apply for external practica. Students are also expected to have a score of “3” in their Spring year 3 clinic team evaluation to go on external practica. Failure to meet these standards may result in delaying external practica and extending time as a therapist in the PSC, developing their clinical skills under close supervision. Likewise, students going on external practica are expected to have a score of “3” (Satisfactory, generally functions at the expected level for a trainee at this point in the program) or better in their Spring year 4 practicum evaluation when applying for internship in year 5.

Collegiality & Professional Demeanor. Students are expected to behave in a way consistent with the values of psychology (e.g., ethics, integrity, accountability) and demonstrate self-reflection regarding their personal and professional functioning, and engage in activities to maintain and improve performance, well-being, and professional effectiveness. Students are expected to actively seek and demonstrate openness and responsiveness to feedback and supervision. Students are also expected to be respectful and appropriate in their communications (written and verbal) with participants, clients, faculty, staff, and peers, and develop and maintain effective professional relationships. Likewise, they should also understand how their own personal and cultural history, attitudes, and beliefs may affect how they understand and interact with others. Any difficulties in the development of collegiality and professional demeanor will be discussed among the clinical faculty and addressed with the student during the mentor-student feedback meeting. If it is determined by the clinical faculty that they are having notable difficulties in this area, the student will receive a letter of concern, and we will initiate a remediation plan (see above) to address the issue.

7. Other Policies

A. Secondary Mentor. In addition to their primary mentor, who is selected by students and faculty prior to admission, students are asked to choose a secondary mentor by the end of their first year. The role of a secondary mentor is to provide additional professional guidance and assistance to the students as they navigate through the program. The student can choose any psychology faculty member they wish as their secondary mentor as long as that faculty member agrees to serve in that role. Students should schedule to meet with their secondary mentor at least annually.

B. Changing Mentors. In cases where a student feels their mentor-mentee relationship is not a good fit for their training goals or is otherwise not beneficial, the first step is to communicate this concern to their mentor. If after this discussion (and reasonable attempts by both parties to address the situation), the student and the mentor (or, just the student) still feel that the student would like to change labs, the student will then inform the DCST (or associate DCST if the student in question is from the DCST's lab or the DCST otherwise has a conflict of interest) who will discuss with the student and the student's current mentor (or, the DCST will direct this discussion to the director of graduate studies if there are conflicts of interest with both the DCST and associate DCST). The issue will then be presented to the clinical faculty for discussion. This discussion will take place with the overriding principles that (1) the mentor-mentee relationship is central to clinical scientist training and should be mutually beneficial and agreed upon, (2) when mentor-mentee relationships are no longer effective to the point that the student or faculty feels the need to end the relationship, the clinical program will assist the student in making arrangements for finding a new mentor within the clinical program, (3) as a mentorship-based clinical science program, the primary mentor (who is responsible for overall program guidance) for any clinical student must be a tenured or tenure-track member of the Temple Clinical Psychology Faculty designated as graduate faculty, though a faculty member from another (non-clinical) area within the Psychology and Neuroscience Department may serve as a secondary mentor, (4) if a recommendation for transfer to a new program is suggested because it is not possible to identify a suitable mentor, then the faculty will assist the student in preparing their application to other programs. After the clinical area discussion, if it is agreed that the student should switch labs, the student will be informed of this decision via email and given the opportunity to discuss this with the prospective future mentor in the program. Once a new mentor-mentee match is agreed upon by the student and clinical faculty, the clinical area faculty will be informed of this via email.

In situations where a mentor feels they are unable or unwilling to continue to effectively mentor a student, the process will be largely the same, with the mentor talking to the student, then (if the change is still desired) the DCST (associate DCST if the mentor is the DCST or the DCST has a conflict of interest, or possibly director of graduate studies if there are multiple conflicts) and then the clinical faculty. Furthermore, the process will follow the same guiding principles as noted above.

C. Vacation/Time Off Policy. Time off beyond official university closures (<https://www.temple.edu/about/faculty-staff-resources/working-temple/holiday-schedule>) that exceed 5 business days during the academic year, 10 business days in summer, and/or 2 clinic teams requires clinical supervisor, mentor, teacher, and DCST approval. The timing of all vacation days should be coordinated with the mentor.