

**University of Wisconsin Department of
Psychology**

**Clinical Psychology Program
Graduate Student Handbook**

Adopted: 2019-2020

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Overview

The Clinical Psychology Doctoral Program at the University of Wisconsin rests on two fundamental assumptions: 1) The practice of psychology will be best served by training clinical scientists who possess the knowledge, research training, theoretical sophistication, and clinical experience to increase understanding of the processes underlying mental health and mental illness, and 2) Such understanding will ultimately foster methods that promote mental health, prevent mental illness, and ameliorate psychopathology. Consistent with our programs membership in the Academy of Psychological Clinical Science, our program's emphasis on training clinical scientists highlights our strong "commitment to empirical approaches to evaluating the validity and utility of testable hypotheses and to advancing knowledge by the scientific method" (APCS mission statement).

The principal goal of the UW-Madison Clinical Program is to train clinical psychological scientists who will: 1) generate new and significant knowledge about the factors that influence mental health and illness, 2) develop more effective methods for treating mental illness and promoting mental health, and 3) deliver evidence based, cost effective, clinical care to treat psychopathology and improve mental health.

Our program uses a mentor model for research training; applicants are admitted to the program based in part on how closely their research interests are aligned with that of the current faculty. The close working relationship between the faculty mentor and the graduate student is one of the mechanisms integrating theory and research with applied training. Students' coursework and clinical practicum experiences comprise the other mechanisms that foster the integration of science and practice. Virtually all clinical graduate students have received financial support while in residence in the graduate program.

Throughout the program clinical graduate students complete a sequence of core courses covering the etiology and treatment of psychopathology, the theory and application of clinical assessment, clinical research methods, statistics/methodology courses, as well as other coursework in nonclinical areas both in and outside of the department (see [Degree Requirements](#)). The coursework typically requires three years to complete. However, it may take six or more years to complete all training in the program (e.g., clinical practicum, masters and dissertation research).

The Faculty

The program has seven core clinical faculty (Professors [Abramson](#), [Curtin](#), [Davidson](#), [Goldsmith](#), [Gooding](#), [Li](#), [Pollak](#)) who can admit students to the program. The program has an additional 5 affiliated faculty who also have admitting privileges (Professors [Hyde](#), [Koenigs](#), [Piper](#), [Plante](#), [Herringa](#)). All of the Clinical training is overseen by the Co-Directors of Clinical Training (Linnea Burk and John Curtin) and Clinical Area Group Chair (John Curtin) and the core/affiliated Clinical faculty.

Our Research

All clinical faculty have very active research laboratories that regularly produce high quality, high impact research publications. Our clinical faculty as a group are exceptional at securing extramural support to fund their research and have received considerable national and international attention for these accomplishments. The clinical faculty are leaders in many areas of psychopathology and individual differences including such specific topics as psychometric methods (Curtin, Goldsmith, Li), assessment (Curtin, Davidson, Goldsmith, Gooding, Piper, Pollak), psychotherapy/intervention and its evaluation (Abramson, Davidson), clinical research methods (all faculty), biological aspects of behavior (Abramson, Curtin, Davidson, Goldsmith, Gooding, Herringa, Koenigs, Li, Pollak), assessment of cognitive processes (Abramson, Curtin, Davidson, Gooding, Koenigs, Li) developmental perspectives on psychopathology (Abramson, Davidson, Goldsmith,

Gooding, Herringa, Pollak, Li), biologically based assessment methods (Curtin, Davidson, Goldsmith, Gooding, Herringa, Koenigs, Pollak), machine learning/big data approaches (Curtin), and psychiatric genetics and epigenetics (Davidson, Goldsmith, Li, Pollak) to name some focal areas. A number of the faculty are actively consulting on various assessment / treatment projects (Abramson, Curtin, Davidson, Pollak), and/or using psychological research and theory to advance clinical practice (Curtin, Davidson, Gooding, Piper) and public policy (Pollak). In addition, our clinical faculty have won a disproportionate share of University teaching awards

Environment

Our clinical program is situated in a world-class Psychology Department that includes area groups in Biology of Brain and Behavior, Cognitive and Cognitive Neuroscience, Developmental, Perception, and Social and Personality. In addition, there is an [Emotion Training Program](#) within the Department that cuts across all other area groups and is supported by an NIMH training grant. Many clinical students and faculty are involved in various aspects of the Emotion Training Program. Clinical students also participate in the [LUCID training grant](#) for machine learning and data science. Many clinical students avail themselves of the extensive range of opportunities available through collaborations with other units on campus including: the [Waisman Center](#), an interdisciplinary research institute for developmental research; the [Institute on Aging](#); the [Waisman Laboratory for Brain Imaging and Behavior](#); the [Department of Psychiatry](#); and other Departments in the Medical School, College of Letters and Science, and the School of Education. These collaborations support our aim to train scholars who are well-versed in modern, interdisciplinary research in psychopathology. The department also provides faculty and students with a shared psychophysiology laboratory that is capable of collecting 64 channel EEG as well as other peripheral psychophysiological measures (e.g., startle response, facial EMG). In addition, UW-Madison possesses a well-equipped Biotechnology Center that supports molecular biological and genetic research.

The interests of and methods utilized by our faculty vary widely but all share the common goal of pursuing innovative, cutting edge analyses of major forms of psychopathology. Our program also offers excellent clinical training and opportunities for students to integrate their applied clinical and research activities. Over the course of the program, graduate students develop expertise in both the assessment and treatment of psychopathology.

Commitment to Diversity and Positive Climate

The Department of Psychology is committed to creating an environment in which all students, staff, and faculty are treated with respect and feel included.

“We believe that diversity and inclusion are essential to living our values, achieving our goals and building a stronger Department. We are committed to diversity both as an end in itself, and also because we are convinced that it helps us achieve our main goals, namely maximizing student learning, generating cutting-edge research, training the next generation of scientists, and serving our communities.”

— Chair of the Department of Psychology

A list of popular graduate courses with a focus on Diversity topics within the department are [here](#). Additional information about campus wide diversity resources is also [available](#).

The Psychology Department has an active Climate and Diversity Committee who are engaged in various initiatives to support a respectful and inclusive environment within the department.

The Clinical Psychology Program has made a commitment to increasing diversity among its faculty and graduate students. We recognize that this will require an ongoing effort over years and that our current faculty and student body are not very diverse at this point. Nonetheless, we are striving for this goal through numerous efforts (e.g., Climate and Diversity Committee, yearly Diversity Town Hall and Lecture each spring, sponsorship of the [Psychological Research Experience Program](#), highlighting financial assistance options for under-represented students, focus on invitations to speakers that represent the diversity of the field in departmental colloquium series). We know we are not there yet, but we are trying as a department and a clinical program to improve as much as we can.

Financial Assistance

Students are admitted with five years of tuition remission and stipend. These financial aid packages typically consist of either a research assistantship, a project assistantship, a teaching assistantship, or a fellowship. Current pay rates for each type of assistantship can be obtained [here](#).

Many of our students are supported by [University fellowships](#). There are numerous types of University fellowships but we wish to emphasize that among them is an Advanced Opportunity Fellowship (AOF) that is reserved for highly qualified underrepresented students. Furthermore, if the application fee represents a barrier for admission for any applicant, the University offers a [fee grant program](#) to assist with application fees.

Many of our students are supported by [National Research Service Awards \(F31 program\)](#) from the National Institutes of Health and other competitive extramural fellowships. Once again, we would like to emphasize NIH has reserved a specific NRSA (F31 – Diversity) for predoctoral students from underrepresented groups in the clinical research workforce.

Degree Requirements

Coursework

Students must obtain a **B or better** in all required coursework described below.

Psychopathology series: Two courses in the psychopathology series are required. These courses focus on child, adolescent, and developmental psychopathology (**740**) and adult psychopathology (**741**).

Clinical training series: The following courses are required as part of formal training in assessment, diagnosis, and psychotherapy: **800** (Cognitive and Neuropsychological Assessment for Diagnosis), **802** (Assessment of Psychopathology and Personality), **807** (Introduction to Conducting Psychotherapy), **803** (Advanced Techniques in Psychotherapy), **811** (Theory of Cognitive Behavioral Therapy), **808** (Culture & Diversity in Clinical Practice), **809** (Ethical & Legal Issues in Clinical Practice), **810** (Clinical Supervision, Consultation, & Community Psychology).

Methodology series: **610** and **710** (General, Generalized, and Multi-level Models statistics series), and **806** (Foundations of Research in Clinical Psychology).

Domain Specific Knowledge/Breadth series: The following courses are required as part of formal training in the Domain specific knowledge of Psychology. Students may occasionally petition to substitute a comparable course as part of their Ideal Curriculum Proposals. **711** (Affective Neuroscience; two half semesters w/Davidson or one full semester with Pollak), **720** (Essentials of Cognitive Neuroscience w/ Postle), **728** (Seminar in Social Psychology w/ Niedenthal), and **EP 725** (Theories and Issues in Human Development w/Brown in Educational Psychology).

Pro-seminar in Clinical Psychology: Students are required to register for and participate in 704 every semester prior to internship. The pro-seminar requirement involves multiple activities throughout the semester as follows:

- Attend 6x per semester lectures/brown bags in our or other departments or centers across campus (attendance reported to the Clinical Program Administrator via survey at end of each semester). This activity provides exposure to diverse perspectives and also opportunities to ask questions in public settings. As a guiding principle, this requirement should be satisfied by attendance at events that are not otherwise expected or planned if this requirement was not in place (e.g., lab meetings, conference attendance and similar activities can NOT be used to satisfy this requirement.) Students may live stream or view recorded lectures to satisfy up to half of these lectures if necessary or desirable.
- Attend 1x per semester lab sponsored lecture. We rotate laboratories across the area for this requirement. The clinic may also be a sponsor of these events as well. The goal of this activity is to provide more opportunities to discuss etiology, assessment and intervention as a group, drawing on specific expertise from our various laboratories and the clinic.
- Attend the fall town hall meeting with the co-DCTs and the spring Department Diversity Day events. The DCTs reserve the right to schedule 1-2 more required town hall meetings each year as needed for program-student communication or feedback. Students are requested to contact the DCTs if students feel additional meetings are desirable or there are issues that need to be discussed.
- Attend the Spring Research symposium. The cornerstone of this event is the required "4th year research talk". Students are required to give one other talk between their 1st and 4th years at this symposium. Use of the symposium to give capstone "Job Talks" prior to graduation is encouraged. All students are encouraged to present as often as they like. This activity provides an opportunity to present student research and to ask/answer questions in public settings.
- Schedule a public defense of the dissertation project. This activity provides an opportunity to present student research and to ask/answer questions in public settings.

Other Coursework Requirements

- **805** (Field Work in Clinical Psychology). Clinical graduate students must enroll in at least 1 credit of **805** in every semester in which they are actively involved in clinical practice in our department's clinic and/or at an off-site clinical practicum (i.e., starting in the second semester of their second year when enrolled in **807**).
- **CP 737** (History and Systems of Psychology: Clinical Psychology). This course is offered each summer in by the Department of Counseling Psychology.
- **990** (Research). Clinical graduate students can add credits of 990 as needed to complete their schedule to the appropriate credit load. For reference, the Graduate School considers full time enrollment as 8-15 graduate level credits (no audit or pass/fail) during the academic year. Graduate level courses are defined as 300 level and above by the Graduate School.
- **995** (Pre-doctoral Internship). All clinical graduate students are required to complete a one year APA/CPA accredited pre-doctoral clinical internship. Students will register for this 0 credit course during each semester of their internship year ONLY if they have defended their dissertation. Students will not be required to pay tuition in the semesters after they have defended their dissertation. Students who have not yet defended their dissertation must continue to register and pay tuition for 3 credits of 990 for fall and spring semesters (Research) while on internship and will NOT register for this course.

Summer Enrollment

- Students holding an academic year (i.e., Fall/Spring semesters) TA, PA, or RA appointment or a UW Fellowship do not need to enroll in summer.
- Students with a RA summer appointment must enroll in at least two graduate level credits in summer.
- Trainees, and fellows (NRSA, NSF, etc.) that are being paid during the summer months must enroll in at least two graduate level credits in summer.
- Dissertators must be enrolled in three credits during the summer if they are expecting to successfully defend their dissertation and graduate during the summer session
- Students holding spring TA, PA, or RA appointments are eligible for summer tuition remission, if necessary

Ideal Curriculum Proposals

Students are required to complete an ideal curriculum proposal by the end of their first semester in the program. The clinical area group will review and approve this proposal. This proposal then serves as a contract between the student and the area with respect to courses they will be required to complete as part of their training in Clinical Psychology. Any changes to this proposal must be approved by the area group.

First Year Project

Our Clinical program is committed to strong training in scientific psychology, and the First Year Project is designed to get students off to a flying start in research. Students gather data, run analyses, write a research report, and present the findings to faculty and students at a symposium held in the fall of your second year. This experience gives students an early sense for the demands and satisfaction of psychological research. Most importantly, it provides a sense of accomplishment while synthesizing newly learned skills, and it becomes a reference point for continued efforts.

The First Year Project proposal is submitted by the student to their mentoring committee as an NRSA style grant proposal (Specific Aims and Research Strategy sections only), providing an entry level experience in

grant writing. Students also prepare and deliver a short oral presentation of the proposal to their mentoring committee at a FYP proposal meeting. The completed (or progressing) FYP is also presented by the student to the entire department during the FYP Symposium in the Fall. Finally, students submit a written paper on the Friday before the FYP symposium that is evaluated by their mentoring committee. A discussion/defense of this paper is conducted in a separate meeting with the mentoring committee approximately two weeks after the FYP Symposium.

Research Statement

Students submit a research statement to their mentoring committee each year as part of the review and mentoring process with their committee and mentor. This research statement should be modeled on what applicants would submit for a tenure track assistant professor position. Professors Gernsbacher and Devine from our department have written an [excellent guide](#) on how to prepare an impactful research statement. We strongly suggest that students follow their recommendations on content, focus, and format. This requirement encourages the student to think about and develop their conceptualization of their program of research as they advance through the program.

Clinical Training Practicum

Students begin their clinical practicum in the [Psychology Department Research and Training Clinic](#) (PRTC) during the second semester of their second year in the context of their coursework: Introduction to Conducting Psychotherapy (807). Students are trained following a generalist model and gain clinical experience working with adults, adolescents, and children from diverse backgrounds and with varied diagnoses. Following the successful completion of a full clinical year in the PRTC during their third year in the program, students typically apply to a clinical practicum at one of several local mental health agencies or hospitals. Practicum placements may include experiences in traditional outpatient therapy, partial hospitalization / day treatment, health psychology, primary care psychology, neuropsychological assessment, inpatient psychiatric services, substance use / dependence treatment, and other specialty areas. In addition to community practicum, most students continue to provide therapy and assessment services at the PRTC throughout the remainder of their graduate careers. Finally, all clinical students complete a one-year, full-time clinical experience at an approved APA/CPA accredited internship facility. Historically our students obtain internships at top training centers around the country. However, it should be emphasized that this program is a “best fit” for the student who is deeply committed to research and scholarship and less appropriate for the student planning on a primarily practice-oriented career.

Clinical psychology graduate students are required to complete a minimum of 500 hours of direct client contact hours (intervention and assessment combined) and at least 75 hours of formally scheduled supervision. Many internship sites also maintain minimum requirements specifically for direct assessment hours but substantial variation exists across sites. Therefore, it is recommended that students begin their exploration of internship sites early in their clinical training to familiarize themselves with all potential requirements.

Clinical practicum students must register for at least one credit of 805 each semester. Clinical students' practicum experience begins with enrollment in 807 (Introduction to Conducting Psychotherapy) during their second year. In order to complete the introductory practicum requirement satisfactorily, students must meet basic standards of clinical competence and receive a grade of B or better in order to advance in the clinical training series. Students who do not meet basic levels of competence by the end of 807 will need to complete an individual remedial training plan that will be collaboratively developed by the student, course instructor, and DCT.

Typically, students will have taken six semesters of practicum after their fifth year of graduate study. After six semesters of practicum, students who have not prepared a satisfactory dissertation proposal will not register for additional elective practicum until they have met this requirement.

Students' clinical competence is objectively evaluated and documented by two methods.

Self- and Clinical Supervisor Evaluations

- At the end of each semester of clinical practicum student performance is evaluated by their clinical supervisor(s) and by themselves. Students are asked to identify their clinical strengths and weaknesses, the training goals that were met during the current semester, and new goals for the upcoming semester. The student self-evaluation is used to stimulate an ongoing discussion with the clinical supervisor to facilitate individual achievement.
- Supervisors assign ratings ranging from 0 to 100 points in six areas of clinical competency (0 = skill not demonstrated, 50 = adequate for stage of development, 100 = greatly exceeds expectations). Supervisors are provided with a "ratings codebook" containing detailed definitions of rating anchor points. Areas of competency include: assessment, intervention, consultation, supervision, management, and advocacy.
- If a student receives multiple supervisor ratings below a "50 – meets expectations," a formal remediation plan may be developed to address deficiencies. Plans could include, but are not limited to: additional practicum training or movement to a different practicum site; a change in supervisor, the use of multiple supervisors, and/or additional supervisory contact; additional coursework or training workshops; and/or referrals to other professional services for the student. Such plans will be time limited and include clear goals/benchmarks that the student will be required to meet in order to continue with the clinical training program.

The Cognitive Therapy Rating Scale (CTRS)

- The primary therapeutic model followed by the clinical training program is cognitive behavior therapy. As part of the initial practicum experience students will be trained to use the Cognitive Therapy Rating Scale (CTRS) to assess how well student-led therapy sessions exemplify this model. Most research and accrediting bodies use a minimum total score of 40 to represent therapeutic competence in CBT. In January of the student's first practicum year in the training clinic a sample of 3 to 5 recorded therapy sessions will be rated by clinical supervisors using the CTRS. It is expected that at least one of these sessions will have a total score of 40 or above before the student applies for off-site clinical practicum experiences (applications are typically made in February and March). A score of 40 on the CTRS indicates that the majority of individual item level scores are "2 – evidence of competence, but numerous problems and lack of consistency" and "3 – competent, but some problems and/or inconsistencies" or higher. Identified areas of weakness will be addressed during the student's second semester in the training clinic. Students with CTRS total scores lower than 40 will have a limited choice of practicum experiences and may be required to remain in the training clinic for another year. By the time of internship application, the student is expected to have had three additional psychotherapy sessions representing their current work rated at 40 or higher on the CTRS. The sessions chosen for rating can be from a client seen in the training clinic or from a client seen at an external practicum site. If the sessions are recorded at an external site, the graduate clinician must obtain written consent from the client and clinical supervisor for program supervisors to watch and rate the session.

Preliminary Examination

Students in the Clinical Area Group must demonstrate “breadth” as part of the area group degree requirements. Breadth is demonstrated in part on the preliminary examination through the design of an honor’s section of an undergraduate course in a broad content area in Clinical Psychology such as Abnormal Psychology and through 3 papers on classic, current and future debates and/or issues in the field of clinical science broadly. The exam questions and instructions are presented below.

(A) Compose a syllabus for a semester-long honor’s section of an undergraduate lecture course in a broad content area in Clinical Psychology. Assume the semester has 15 weeks and that your class will meet twice a week. The syllabus should include: (A) the topic(s) that will be covered by each lecture; (B) brief description of the key concepts, themes, research findings, etc. that will be emphasized in that lecture, (C) details about required readings to support each lecture (e.g., “read pp. 135-150 of Chapter 9 of our textbook”); (D) basic information about how you will evaluate students’ performance in the course (e.g., a midterm and a final; final project). Note that you do not need to write the exams or the lectures for the course.

(B) Compose a syllabus for a once-a-week discussion or lab section to accompany the lecture component of the course. Assume that the goal of the section is to allow your students to engage more deeply with the lecture material and have the opportunity to discuss important findings (classic and/or modern) in the field. The syllabus should include the reading(s) (and activities, if relevant) for each section. Note that discussing a reading (or pair of readings) is an acceptable section activity.

(C) Write three papers (4 pages each; single spaced) on the following topics: (1) describe a classic debate in the field; (2) describe a current debate in the field; (3) describe where you think the field is going in the future. These issues may not be addressed well in the text and reading assignments the student chose for the course, but are topics that a course instructor should feel confident teaching and discussing. Students are encouraged to take an integrative approach to these topics and attempt to cut across historic domains within the literature.

(D) All documents (i.e., lecture syllabus; section syllabus; paper on classic debate; paper on current debate; paper on future direction) are due to the area group chair by September 1st. The oral defense must occur after the start of the fall semester but prior to October 1st. The oral defense committee will consist of three members of the area group (including affiliates) but will not include the student’s mentor. The student will be notified of the faculty that will serve on their oral defense committee when they turn in their materials. The student should come to the meeting prepared to describe and answer questions about your course, including your choice of topics, readings, and materials to be covered, as well as your three “big question” papers. As such, any topic related to Abnormal Psychology broadly defined could be discussed at the defense. Students may schedule an initial meeting with their committee before beginning their course design if desired; this is an opportunity to discuss the scope of the intended course and for faculty to provide specific suggestions or guidance to the student (if any are needed). We expect that the student’s course design will be her/his own work; as such, students should not consult other students who have done this assignment before nor seek feedback on the materials they have compiled. During the preparation of the materials, students may seek out clarification from committee members if the need arises, but it is expected that students will work independently on the selection of topics, readings, and assignments for the syllabus, as well as in the preparation of the three papers.

This assignment is designed to allow students to achieve three goals through one process. First, this assignment requires students to review and engage with a wide range of topics in clinical psychology, including topics outside the specialty areas of our faculty. Second, this assignment helps students develop and receive feedback on teaching materials that could be useful to them in the future. Note that the purpose of the final meeting is not to evaluate students’ teaching methods and/or philosophy, although students may choose to discuss such topics with faculty after the defense if so interested. Third, this assignment assists the faculty in assessing the student’s mastery of the domain.

Integrative Paper Requirement

Clinical students demonstrate “depth” expertise in their own research areas via the Integrative Paper requirement. Students may satisfy this requirement by the end of their fourth year by writing a theoretical or review paper. The student can specify in advance the format/guidelines for the paper to match their proposed outlet for the paper. For example, they might adopt the guidelines (e.g., length, number of references, focus) for a review to be published in *Psychological Review* or *Psychological Bulletin*. However, they might instead indicate another outlet that accepts reviews in other (often shorter) formats (e.g., *Neuropsychopharmacology*, *Biological Psychiatry*). Alternatively, students might write a book chapter following guidelines from the editor for the book that they have been invited to submit.

Students will provide and defend this paper to a subset of their mentoring committee (the out of department member is not required to participate). They should obtain approval of the option and topic from their committee prior to undertaking the project. Mentors can broadly advise their students during their completion of this project but should not formally review or contribute to the drafting process. A committee defense can be scheduled at any point between the 2nd and 4th years in the program. Of course, students can begin work on this project at any point after they have obtained committee approval. However, the stipulation that the start of the 2nd year is the earliest deadline for the paper defense reflects the clinical faculty’s belief that this integrative activity is likely best pursued after the student has a solid foundation in their field of study.

Dissertation

In general, there are no limitations on the sorts of research topics, research designs, or analytic strategies that may be used in dissertation research. The dissertation proposal should be submitted to the mentoring committee as an NRSA style grant proposal (Specific Aims and Research Strategy sections only) to provide the student with additional training in grant writing. Students also prepare a short oral presentation of the proposal that is delivered to their mentoring committee at the proposal meeting. The completed dissertation is presented to the entire department in a public defense. Students will discuss/defend their dissertation in a separate private meeting with the mentoring committee; typically this meeting is held immediately following the public presentation.

Professional Ethics

The Clinical Psychology Area Group requires that students demonstrate that they comprehend and adhere to the principles of professional conduct as contained in the APA publications, General Guidelines for Providers of Psychological Services, the Ethical Principles of psychologists, and the Casebook on Ethical Principles of Psychologists. These principles pertain to their conduct as students, teachers, therapists, and researchers. The student’s adherence to these criteria will be determined at student progress reviews and on an ad hoc basis by clinical faculty and staff.

Students must also complete the appropriate Human Subjects Protections Training given the nature of their research program. Further detail is available [here](#).

Minimum Program Duration

The Clinical Psychology Doctoral Program requires a minimum of 5 full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the doctoral degree (6 years total). All five full-time academic years of study must be completed at the University of Wisconsin, with virtually all of this time in residence, except in unusual circumstances by petition. Student should be aware that 6 years is the minimum program duration. Students pursuing research programs that required a high degree of methodological/analytic expertise or exceptionally transdisciplinary focus may need additional time to obtain these skills and complete the program.

Credit Load for Dissertators

Clinical graduate students who are dissertators must register for exactly three credits per semester. These will typically include 1 credit each of **990, 805, 704**.

Student Mentoring

Clinical Mentoring Committee

A strong student-faculty mentor relationship is the cornerstone of our clinical program. However, the student may benefit from perspectives or information from individuals outside of their primary mentor's lab. The purpose of the clinical advising committee is to assist students in (a) setting appropriate goals, (b) anticipating and successfully completing program requirements, (c) integrating research and clinical training experiences, (d) considering career options and other professional issues, and (e) evaluating their progress toward their professional goals. It is expected that the committees will address all of these issues during the advising sessions.

All clinical students are expected to select a 5-6 person advising committee that would include their major professor, the Director or Asst. Director of the PRTC (Linnea Burk or Chris Gioia), and other members of their choosing. All committees must have at least one faculty member who is a core clinical faculty. (Core clinical faculty are clinical area group faculty members whose tenure home is the Department of Psychology). Additional committee members may be added as appropriate and useful. At the point of the dissertation proposal, the mentoring committee must contain at least one member from outside the Psychology Department. We recommend that this individual is a committee member from the beginning to ensure continuity in mentoring. Prior to the meeting, students are expected to prepare a 1-2 page document that summarizes their accomplishments for the past year and their goals for the coming year. Students also provide their committee with an updated Research Statement and CV prior to each meeting.

In addition to the once annual meeting required by the department, students are encouraged to request a meeting of their committee whenever they desire additional perspectives on their performance, goals, or other career or academic issues.

Mentoring Committee Timeline/Schedule

Below is the annual schedule of mentoring committee meetings that must be held to stay in good academic standing with the department.

Year 1, Fall:

1. Meet with mentor only completing the [First Year Fall Meeting form](#) (turn in to Kevin Belt).
2. Complete the Ideal Curriculum Form (turn in to Kevin Belt and John Curtin).
3. Complete the [Mentoring Committee form](#) (turn in to Kevin Belt). This committee will evaluate your FYP and likely provide stable mentoring and evaluation over the course of your training in the program. Committee composition can change if needed over time.
4. Review and discuss the [Mentor-Mentee Compact](#) with your mentor. The Mentor-Mentee Compact does not need to be turned into the department or clinical area group.

Year 1, Spring:

1. Meet with your First Year Project/Mentoring committee to evaluate your project and your progress in the department thus far. Complete the [FYP Spring Meeting form](#) at this meeting.
2. Complete the Annual Progress Report with your mentor only.

Year 2, Fall:

1. Meet with FYP Committee to evaluate the recently completed First Year Project and discuss any relevant training items (e.g. courses for Year 2 or Year 3; discuss prelim plans, etc.).
2. The FYP meeting can serve as your annual Mentoring Committee meeting.
3. Complete the [FYP Defense Meeting Form](#) (turn in to Kevin Belt).

Year 2, Spring:

No Meetings required unless progress discussion does not occur during FYP defense.

Subsequent Years:

The Mentoring Committee will meet annually in either fall or spring (the student and their faculty advisor decide what works best). A Progress Report must be signed and turned in to Kevin Belt after each meeting.

[Progress Report \(Faculty Version\)](#)
[Progress Report \(Student Version\)](#)

Additional Meetings and Forms: Upon completion of the FYP and accumulation of 30 credits, the student is eligible to receive their Master's degree. A warrant must be ordered from the Grad School by Kevin Belt, signed by the members of the Mentoring Committee and returned to Kevin Belt.

Student Evaluation, Feedback, & Retention/Termination

Second Year Retention Decision

First consideration: Area groups and mentoring committees will evaluate the performance of second-year students following the defense of the First Year Project.

Students who perform well on the First Year Project and who are meeting expectations in other important domains (e.g., coursework, research skills) will receive a brief letter from their area group chair noting their accomplishments to date. Receiving a positive letter at the end of the fall semester does not guarantee a positive retention vote in the spring.

Students who perform poorly on any component of the First Year Project (written document, public presentation, defense) as assessed by their mentoring committee or who are failing to meet expectations in other important domains (e.g., coursework, research skills) as assessed by their mentoring committee and area group will receive a letter from their area group chair and the Associate Chair for Graduate Studies before the start of the spring semester of their second year. The letter will outline concerns raised by the faculty and note any actions the student can take to address the concerns before the spring retention vote. Students who receive such a letter should be aware that the faculty may vote not to retain them in the spring.

Second consideration: The Faculty of the Psychology Department will meet late in the spring semester of students' second year to evaluate their performance and determine whether they should be permitted to continue working toward the Ph.D. The evaluation and determination will be based on:

1. Performance in graduate-level courses as assessed by course instructors and by grades.
2. Performance on the First Year Project as assessed by the mentoring committee and by attendees of the First Year Project Symposium.
3. The evaluation by the advisor of the student's research ability.

At the spring meeting, faculty can vote to retain a student, not retain a student, or provisionally retain a student. Students who receive a negative vote will not be allowed to continue working toward their Ph.D. Students who receive a provisional retention vote will receive a letter from their area group chair and the Associate Chair for Graduate Studies outlining concerns raised by faculty, with information about how (and by when) students must address the concerns. Students who do not address the concerns outlined in the letter (as determined by the faculty body) will not be allowed to continue working toward the Ph.D. beyond their third year.

Students who are not retained for the Ph.D. may still receive a master's degree in psychology, provided they meet criteria for one. See here: <https://grad.wisc.edu/current-students/masters-guide/#what-you-need-to-do>

Satisfactory Progress: Years 1, 3, and beyond

Area groups and mentoring committees will review graduate progress and report assessments to the entire faculty at least once a year. In judging satisfactory progress, faculty will consider students' progress on milestones (First Year Project, Preliminary Exams, Dissertation Proposal), research, and other area group and department requirements. Students can enter a state of unsatisfactory progress in any of these areas at any time. Students who are determined to be making unsatisfactory progress will receive a letter from their area group chair and the Associate Chair for Graduate Studies outlining concerns raised by faculty, with information about how (and by when) students must address the concerns. Once the concerns are addressed, the student will enter a state of satisfactory progress.

If a student does not address concerns outlined in the letter by the indicated deadlines, the Psychology Department will then inform the Graduate School that the student is not making satisfactory progress. At that

point, the student may be asked to leave the program entirely and may also be ineligible to receive university funding (TA-ships and fellowships).

At the University of Wisconsin–Madison, departments set their own standards and policies for determining and informing students about their progress. However, the Graduate School does have minimum requirements for satisfactory progress (see here: <https://grad.wisc.edu/documents/satisfactory-progress/>). Note in particular the Graduate School's requirement that students maintain a minimum graduate GPA of 3.00 in any coursework taken as a graduate student.

Grievances and Appeals

The Graduate School describes procedures to be followed to resolve a grievance or conflict if the student feels that they have been treated unfairly by the department, faculty, staff or another student (see <https://grad.wisc.edu/documents/grievances-and-appeals/>). If the student is uncomfortable with making direct contact with an individual or attempts to settle the issue in question have been unsuccessful, the student should contact one of our program's Co-DCTS (Linnea Burk or John Curtin), the Program Coordinator (Kevin Belt) and/or the Director of Graduate Studies (Kristin Shutts) within the Department of Psychology. If the student is uncomfortable discussing the issue with any of these people, they can contact the Chair of the department (Craig Berridge).

As a student of the Psychology Department, we have made a strong commitment to you and your training. Do not hesitate to talk to the any of our program representatives listed above if you are experiencing any problems in our program. We are here to help. See the above-listed web site for additional information regarding your rights and procedures for pursuing grievances: <https://grad.wisc.edu/documents/grievances-and-appeals/>.

Graduate Student Rights

The Department of Psychology at the University of Wisconsin-Madison is strongly committed to creating a positive and safe working environment. The University and Department of Psychology view harassment in any form as unacceptable.

Harassment includes, but is not limited to, sexual misconduct, academic bullying, and emotional abuse. Graduate students should be aware that they have rights that empower them to address hostile situations, should they occur. Although speaking up about an uncomfortable situation can be difficult, we cannot help if we are unaware of an adverse situation.

If you are a victim of harassment/assault, we encourage you to contact either of our program's Co-DCTs (Burk & Curtin), the Director of Graduate Studies (Kristin Shutts), Department Chair (Craig Berridge) or any trusted faculty member. In cases of sexual harassment/assault, Dr. Linnea Burk, is the department's Title IX representative (262-9079; burk@wisc.edu). You should be aware that faculty are required by law to report first-hand knowledge or disclosure of sexual assault.

If you wish to discuss sexual misconduct or anything else in a confidential manner, a list of services who are legally required to maintain confidentiality in most cases is available at: <https://uwupd.wisc.edu/confidential-resources/>

Other resources include

UW-Madison Title IX representative: TitleIX_Coordinator@wisc.edu.

(608) 890-3788

<https://compliance.wisc.edu/titleix/coordinators/>

The Ombuds office (<https://ombuds.wisc.edu>), provides a confidential, impartial, informal, and independent resource to collaboratively explore and consider your options and resources available to you. This office has no mandatory requirement to report sexual harassment and is there solely to support individuals with complaints, including sexual harassment, in full confidentiality.

Graduate School Academic Policies

More detail about the academic policies and procedures implemented at the level of the Graduate School are available [here](#). These are provided for the students reference. The policies and procedures of the Psychology Department and the Clinical Program (as specified in this handbook) adhere to all Graduate School requirements and also specify additional detail relevant for our department/program.

Mental Health Resources

Everyone encounters difficulties with thoughts, feelings, or emotions at any time and for any reason. To best prepare you to be an advocate for the mental health of yourself and fellow students, [here](#) is a list of people and services on campus that are here to help. You are not alone.

Clinical Program Accreditation Information

The University of Wisconsin-Madison's doctoral program in clinical psychology has been accredited by the Psychological Clinical Science Accreditation System since 2014.

[Psychological Clinical Science Accreditation System](#)

Alan G. Kraut, Executive Director
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Ph: (301) 455-8046

Our program has also been continuously accredited by the American Psychological Association accreditation since 1948.

[American Psychological Association](#)

Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979

Future Accreditation Plans: The principal goal of the doctoral program in Clinical Psychology at the University of Wisconsin- Madison is to train clinical psychological scientists who will: 1) generate new and significant knowledge about the factors that influence mental health and illness, 2) develop more effective methods for treating mental illness and promoting mental health, and 3) deliver evidence based, cost effective, clinical care

to treat psychopathology and improve mental health. We have been continuously accredited by the American Psychological Association since 1948. Consistent with our commitment to the most rigorous training in clinical science, we have also been accredited by the Psychological Clinical Science Accreditation System (PCSAS) since 2014.

We intend to pursue renewal of our accreditation with the APA when our current accreditation period ends in 2019. We will consider not continuing accreditation with APA after this next accreditation cycle if we determine that APA accreditation requirements do not align with our programs fundamental clinical science training goals and/or the optimal preparation of our graduates. We intend to maintain accreditation with PCSAS to guarantee that we meet the highest standards with respect to clinical science training.