

Graduate Program Clinical Psychology

The Clinical Psychology Program has been accredited continuously by the American Psychological Association since 1948. Our scientist-practitioner philosophy stresses that Ph.D. students trained in clinical psychology should be educated as psychologists first, as clinical psychologists second, and finally as specialists. All students receive grounding in general and clinical psychology, with specialty training built upon this common foundation. The Program is designed to produce doctoral-level psychologists who can both add to the fund of knowledge in their areas of interest and effectively deliver evidence-based psychological services. Since 2000, approximately 30% of our students have pursued academic careers and the Program is committed to increasing that percentage. The Program prepares students by integrating didactic experiences, research, and clinical practice across levels of training. Students can develop their own areas of specialization through focused courses and practica, with approval from the faculty and students' individual advisory committees.

Undergraduate Preparation

Applicants should have a broad foundation in the social sciences, the natural sciences, mathematics, and the humanities.

Undergraduate preparation in the major areas of psychology (including statistics and research methods) is highly desirable. A student whose background in psychology appears inadequate, but who is otherwise qualified for graduate study, may be admitted but will be required to make up deficiencies. The most competitive applicants for admission have previous in-depth research experience (e.g., a senior thesis or lab assistant), strong interests in

future research training, and good research fit with a member of our faculty.

Admission to the Program

The Graduate Program Brochure and the Psychological Sciences website describe admissions procedure in detail. All applicants should list 1 or 2 professors with whom they would like to study. The names and specialties of the clinical faculty also are listed in the Brochure and on the website, as described in the *Research* section below.

After meeting our basic criteria, applicants are selected based on the overall strength of their qualifications, and the match of their research interests with those of professors accepting students.

We prefer applicants with a combined GRE verbal-quantitative score of 1200 (old metric)/ 308 (new metric) or higher; however, we may consider applicants with lower scores under special circumstances. For Fall 2017, 97 individuals applied to the Program. Four offers were made, and three were accepted.

The incoming classes to the Program over the last ten years had the following characteristics (*Note: data from small classes have been averaged to protect confidentiality*):

Year	n	GPA	Mean Scores	
			GRE Verbal	GRE Quant
2008-				
2010	4	3.30	153	154
2011	4	3.67	152	153
2012	3	3.66	156	153
2013	6	3.62	161	158
2014	3	3.65	159	155
2015	4	3.58	159	155
2016	4	3.92	162	160
2017	3	3.82	161	164

Purdue University and the Clinical Psychology Program strongly encourage applications from students of diverse backgrounds. Roughly one-third of graduate students currently in the Program represent American ethnic minority (including African American, Asian American, and Latino/a) and international backgrounds.

Clinical Psychology Coursework

Students choose from a selection of courses to ensure a sound foundation in statistics and experimental design, as well as the biological, cognitive-affective, and social bases of behavior. Within clinical psychology, students take required courses in the assessment of adults and children, behavior disorders, planning and execution of psychological interventions, clinical measurement, ethics, and research methods. Training for culturally competent research and practice, and appreciation of the historical context of systems of psychology, is incorporated across the curriculum.

Research Training Experience

Students participate in research teams throughout their graduate careers, beginning under the mentorship of the faculty member(s) who sponsor(s) their admission. This initial relationship is based on research interests shared at the time of admission; students later may choose to switch advisors, should their interests change and diverge. Students' research team participation begins with learning about the faculty member's research, acquiring basic skills, and helping the team carry out investigations. As they become more skilled, students take on more responsibility for initiating and directing research in the faculty member's lab, as well as their own required research. Students are expected to be continually engaged in research activities while enrolled in the program.

Students have four required independent empirical research projects of increasing complexity, each of which is to be written up in length and style suitable for submission to a journal.

- Beginning students complete a small *First-Year Project* analyzing an existing dataset.
- By the end of the first year, students formally propose and begin work on a *Masters thesis*, which involves the analysis of original empirical data.
- To advance to doctoral candidacy, students write a *Preliminary Examination* that provides a unique synthesis and critique of published literature to answer a substantive question.
- Finally, students propose and write a *Dissertation*, based on original data.

Faculty research interests can be found on the Department of Psychological Sciences' website—<http://www.psych.purdue.edu>—and then following the links either under *Research Training Areas* to *Clinical*, or under *Research* to find individual faculty members.

Clinical Training Experience

Before beginning practical training, students first are given a thorough grounding in behavior disorders, assessment, and psychological interventions through coursework in their first two years.

In the second year students enroll in clinical psychology practica in our in-house Purdue Psychology Treatment and Research Clinics (PPTRC). Faculty supervisors emphasize competence in evidence-based interventions. Practicum student see clients from across the Lafayette-West Lafayette area and beyond, and provide services for a variety of adult and child problems. All students are expected to complete practica in both child and adult areas, although advanced students may go on to emphasize work in one area.

After successful completion of the in-house practicum sequence, students seek advanced clinical opportunities in the community or around the state. These opportunities include training in school, hospital, and community mental health settings.

The Program does not promote one theoretical approach exclusively, although there is a strong cognitive-behavioral emphasis that reflects the value the Program places on evidence-based practice.

These experiences prepare students for the required year-long predoctoral clinical internship. The internship match rate for the Program is 90% since 2009—all paid, full-time APA internships at APPIC member sites.

Internship Placement			
Match Year	Applicant n	Match n	Match %
2009	4	3	80.0%
2010	3	3	100.0%
2011	4	4	100.0%
2012	3	3	100.0%
2013	0	0	0
2014	2	1	50.0%
2015	1	1	100%
2016	1	1	100%
2017	2	2	100%

Program Outcomes

Forty-two students have enrolled in the Program since Fall 2005. So far, 14 (35%) have earned the Ph.D., while another 7 (16%) have left prior to earning the doctorate.

Year of Enrollment	Attrition			
	# Enrolled	# Graduated with Ph.D.	# Still Enrolled	# No Longer Enrolled
2009	1	0	0	1
2010	1	1	0	0
2011	4	2	1	1
2012	3	1	1	1
2013	6	0	5	1
2014	3	0	3	0
2015	4	0	4	0
2016	4	0	4	0
2017	3	0	3	0
Total	29	4	21	4

Time to Degree			
Years to Complete	n	%	Cum. %
5 years	1	10	10
6 years	6	60	70
7 years	3	30	100
> 7 years	NA		
TOTAL	10		

The 14 graduates among those entering since 2005 completed the Program (including internship) in an average of 6.5 years. Individual times vary depending on course electives and individual research topics.

Financial Support/Program Costs

The Department typically guarantees admitted students four years of support, covering tuition (\$4,950 in-state or \$14,351 out-of-state tuition per semester); if international student an international fee of \$80), plus a 9-month stipend of \$15,000 as a half-time Teaching or Research Assistant. Always subject to funding availability, an additional two years of support are provided to students in good standing. Other students earn specialty fellowships from Purdue, while others are supported on faculty members' research grants. Some students earn national awards that promote research and training in particular areas or by members of underrepresented groups.

For questions related to this Program's accreditation, contact:

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