

TAMU Clinical Psychology Doctoral Program Curriculum Worksheet

See required content of DSK & PWC courses in Clinical Handbook

Name _____

Advisor _____


Co-Advisor _____

Semester _____

Revised June 2023

Student (sig/date) _____

DCT (sig/date) _____ [see C-7D & C-8D <https://irp.cdn-website.com/a14f9462/files/uploaded/section-c-soa.pdf#page=33>]

Competency Requirements	Foundational (F) Knowledge (typically: undergrad class from 4-year accredited school with grade ≥ B- OR Psychology GRE sub-score ≥ 70 th percentile)	Graduate (G) Level Knowledge (can be accomplished with courses or other EEEs* ; Cat. 2 can cover 2 content areas in 1 course; Cat. 3 can come from a Cat. 2 course)	Date Completed	Typical Ways of Meeting Requirements (consult with DCT to confirm courses or other EEEs* that may meet requirements)
Discipline Specific Knowledge (DSK)		*EEE = Educational Evaluative Experience		
Category 1: History & Systems				Psych major or ≥ B- in Psych 101 @ 4-year accredited undergrad
Category 2: Basic Content Areas				
2a: Affective Aspects of Behavior				Plan with mentor Course or Directed Study
2b: Biological Aspects of Behavior				Plan with mentor Course or Directed Study
2c: Cognitive Aspects of Behavior				Plan with mentor Course or Directed Study
2d: Developmental Aspects of Behavior				Course or readings/questions at Prelim Exam
2e: Social Aspects of Behavior				Plan with mentor Course or Directed Study
Category 3: Advanced Integrative Knowledge				Plan with mentor Course or Directed Study
Category 4: Methods of Inquiry/Research				
4a. Research Methods				Advanced research methods electives
4b. Statistical Analysis				PBSI 607, 671
4c. Psychometrics				PBSI 623, 624
Profession-Wide Competencies (PWC)	 Clinical Core Courses taught by Clinical Program Faculty			
(Not listed by APA) Psychopathology				PBSI 626
1. Research				PBSI 691, 685
2. Ethical and Legal Standards				PBSI 608 + integrated in clin. core courses
3. Individual and Cultural Diversity				PBSI 689 + integrated in clin. core courses
4. Professional values/attitudes/behaviors				PBSI 608 + integrated in clin. core courses
5. Communication/Interpersonal Skills				PBSI 608, PBSI 614, PBSI 613
6. Assessment				PBSI 623, 624, 613
7. Intervention				PBSI 637, 638, 614
8. Supervision				Summer PBSI 613 readings/papers
9. Consultation & Interprof./Interdisciplinary Skills				Summer PBSI 613 readings/papers

Research Requirements	Requirements/Deadlines	Date Completed	Clinical Internship Requirements	
Master's Thesis Proposal	DUE Sept 30 of 2 nd Yr		Number of Direct Intervention + Assessment Hours to Date (aim: # _____)	
Master's Thesis Defense	DUE Sept 30 of 3 rd Yr		Number of Supervision Hours to Date	
1 st -Year Project Poster	DUE start of 2 nd Yr		Number of Integrated Assessment Reports (as defined by APPIC) with Adults	
Oral Research Presentation	DUE 2 nd – 3 rd Yr		Number of Integrated Assessment Reports (as defined by APPIC) with Youth	
Oral Didactic Case Presentation	DUE 2 nd – 3 rd Yr		Optional External Prac(s) in Yr 3	
Prelim Exam/Dissertation Proposal	DUE Aug. 31 st before apply for internship		Optional External Prac(s) in Yr 4	
Dissertation Defense/Final Exam	DUE before move for internship		Optional External Prac(s) in Yr 5+	

Students must confirm directly with the Graduate & Professional School (GRAD) <https://grad.tamu.edu/> about any registration requirements unique to their own situation that may differ from what is described in these pages. Students should inquire with the GRAD <https://grad.tamu.edu/> about State regulations that the University collect nonresident tuition from all doctoral students who enroll in 100 or more semester credit hours of doctoral course work.

Students are strongly encouraged to regularly consult with GRAD <http://ogs.tamu.edu>, the Department of Psychological & Brain Sciences Associate Head of Graduate Studies, and the Clinical Program DCT and Associate DCT to ensure that University, Departmental, and Program requirements and deadlines are complied with, so as to promote timely progress toward completion of degree requirements.

Clinical Psychology Doctoral Training Program is a member of the **Academy of Psychological Clinical Science** [APCS | Doctoral Programs \(acadpsychclinicalscience.org\)](http://www.acadpsychclinicalscience.org). Program structure and curriculum flow from a **clinical science model**, as promoted by APCS, with an emphasis on translational science and evidence-based assessment and interventions. Specifically, the Program strives to fully integrate the range of research, teaching, and applied skills in training doctoral students. This approach views research and applied skills as interwoven rather than as two discrete sets of skills. As a result, successful graduates should have the options of a strong clinical scientist career, such as joining the faculty of a major research university or being a researcher for a government agency, as well as a robust translational scientist career, such as joining the faculty of an academic medical center or teaching institution or serving in an administrative role in a behavioral science focused service delivery agency.

Required courses and other training components are aligned with training expectations of the APCS and designed to meet the **American Psychological Association (APA) Commission on Accreditation (CoA)** <https://www.apa.org/support/accreditation> [https://www.accreditation.apa.org/? ga=2.111699460.1043937745.1673718153-1933672209.1659548490](https://www.accreditation.apa.org/?ga=2.111699460.1043937745.1673718153-1933672209.1659548490) guidelines and principles for doctoral programs in professional psychology (e.g., clinical psychology, counseling, psychology, school psychology). Students should develop their degree plans, in consultation with their faculty mentor and faculty committee, based on desired career options and in anticipation of State licensure requirements as a psychologist. Although these requirements vary across US States and Canadian Provinces, the ASPPB <https://www.asppb.net/default.aspx> has developed guidelines to assist individuals in documenting education, supervised experience, and national examination performance (e.g., <https://www.asppb.net/page/psybook>).

Based on APA-CoA and ASPPB information, **competencies** are expected of Program graduates in the following **substantive content areas**, which *may* be quantified for licensure by States and Provinces by a 3-credit graduate course for each area: (a) professional issues, including ethical, legal, and quality assurance principles; (b) breadth of scientific psychology, its history of thought and development, its research methods, and its applications in at least the areas of biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior, history and systems of psychology, psychological measurement, research methodology, and techniques of data analysis; (c) scientific, methodological, and theoretical foundations of practice in at least the areas of individual differences in behavior, human development, dysfunctional behavior or psychopathology, and professional standards and ethics; (d) diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures) in at least the areas of theories and methods of assessment and diagnosis, effective intervention, consultation and supervision, and evaluating the efficacy of interventions; (e) issues of cultural and individual diversity relevant to previous areas listed, and (e) attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.

Students are responsible for matching their **degree plans** with University, Departmental, and Program requirements, as well as with their career plans and plans for State licensure as a psychologist. According to the ASPPB, if a substantive content area for a given student's degree transcript is covered in more than a single 3-credit hour course or in a course with a title that is not indicative of that content, supporting documents (e.g., **a course syllabus, University course catalog, official course numbers and titles**), may be required for licensure or other credentials.

By the end of the Fall semester of their second year in the Program, students are strongly encouraged to develop one or two **OPTIONAL** specialty emphases for their training. This decision is made in careful consultation with the student's faculty mentor and advisory committee. Specific credit hours and research and/or practica experiences to support training in specialty emphases typically is not begun until the Spring semester of the second year. Once declared, specialty emphases made be changed, deleted, or added, but only after careful consultation with a student's faculty mentor and other faculty members. Special emphasis training may be acquired through courses, focused research, and focused practica experiences, as approved by the student's faculty mentor and advisory committee.

Addiction Psychology
Affective Psychology
Brain Sciences Psychology
Clinical Child & Adolescent Psychology
Couples & Family Psychology
Diversity, Equity, & Inclusion Psychology

Forensic Psychology
Gender Psychology
Health Psychology
Neurobehavioral Psychology
Pediatric / Child Health Psychology
Personality Psychology

Prevention Science
Psychological Assessment
Psychological Interventions
Psychopathology
Public Health Psychology
Research, Measurement, & Statistics