Accreditation

University of the Cumberlands is accredited to award baccalaureate, master's, and doctoral degrees by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), 1866 Southern Lane, Decatur, GA 30033 • (404)679-4500 • Fax: (404) 679-4558). Interested constituents may contact SACS 1) to inquire about the University's accreditation status, 2) to file a third-party comment as part of its decennial review, or 3) to file a complaint alleging non-compliance with a standard or requirement. Any other inquiries, such as those concerning admissions requirements, financial aid, educational programs, should be addressed directly to the University and not to the Commission’s Office.

University of the Cumberlands complies with all applicable federal and state non-discrimination statutes and does not engage in prohibited discrimination on the basis of race, color, nationality, ethnic origin, sex, age, handicap, or genetic information. The University may discriminate on the basis of religion in any position of employment in order to fulfill its purpose.

University Mission Statement

University of the Cumberlands has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The University’s impact can be seen in the achievements of its graduates who have assumed roles of leadership in this region and throughout the nation.

While located in the resort like area of Appalachia, with emphasis primarily on serving the beautiful mountain area, the University now reaches into every state and around the world through its student body and alumni.

UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs prepare professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making in the pursuit of the life-more-abundant for both the individual and society.
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Program Mission

University of the Cumberlands is pleased to be among the first institutions worldwide, to offer a doctoral program in clinical psychology with primary focus on the neurosciences, psychopharmacology and the diagnosis and treatment of mental disorders for the purpose of preparing graduates to accept the rights, duties and professional responsibility of prescriptive authority.

This is a three-year doctoral program in clinical psychology that satisfies educational requirements for licensure in clinical psychology in 37 states. In addition, it is intended to provide a foundation for postdoctoral training in psychopharmacology as required for licensure in medical psychology in the two states that have granted clinical psychologists prescriptive authority.

Purpose

The doctoral program in Clinical Psychology prepares candidates for licensure as clinical psychologists. In addition to nurturing the counseling skills necessary for psychotherapists, the program offers a curriculum based upon the medical model for the study and treatment of mental illness. The program integrates clinical psychology, neurophysiology, neuroanatomy and medical pharmacology, striving to provide the knowledge base and training required for those who wish to become medical psychologists with prescriptive authority where this status is available.

Goals

Five program goals have been identified. Through the program’s coursework, clinical experiences, and research activities, the faculty will strive

- To nurture sound counseling skills so that graduates can provide effective counsel and support for those in anguish (Counseling Skills).
- To cultivate an understanding of the biological basis of the pathogenesis and the treatment of mental illness (Medical Model).
- To foster the development of the clinical skills necessary to reliably identify and interpret the signs and symptoms of mental illness (Diagnostic Skills).
- To promote an understanding of the breadth of normal human behavior and the ability to distinguish abnormal from normal human behavior (Human Behavior).
- To encourage sound strategies for creating and implementing a treatment plan (Treatment).

Admissions

Students may be admitted into this doctoral program through two tracks:

- Students with a baccalaureate degree are admitted into the Entry-Level Track.
- Students who have already earned a masters degree or are licensed in a recognized field of counseling practice (alcohol/drug counseling, marriage and family therapy, professional counseling, etc.) may be admitted into the Advanced Standing Track.

In addition, students in either track may elect to participate in Study Abroad in Oxford.

Entry-Level Track (3 Years)

Students who have graduated from a regionally-accredited or state-approved institution of higher education with a baccalaureate degree in psychology, biological sciences, social sciences or a closely-related field would begin the Ph.D. in Clinical Psychology in this track.

The 90-hour curriculum includes both online and on-campus courses, one 300-hour clinical practicum, and the completion of a doctoral dissertation. Up to 44 units of the curriculum can be completed online. The remainder of the curriculum is delivered on campus and includes a 300-hour clinical practicum. Up to 30 semester hours of transfer credit are permitted from a regionally-accredited institution of higher education. One full academic year (nine months) of continuous residency in northern Kentucky in a suburb of Cincinnati is required for graduation.
The doctoral dissertation may be either clinically or basic-science oriented and is completed under the guidance and supervision of our clinical or research faculty. The doctoral degree is conferred upon successful completion of all coursework, the clinical practicum, and the doctoral dissertation.

**Advanced Standing Track (3 Years)**

Students who (i) have attended a postgraduate program at a regionally-accredited or state-approved institution of higher education and earned a master's degree in psychology, marriage and family therapy, professional counseling or a closely-related field; or (ii) hold an unrestricted license or certificate in one of the recognized fields of counseling (alcohol/drug counseling, marriage and family therapy, etc.) shall be admitted with Advanced Standing.

Advanced Standing affords a student an opportunity to avoid unnecessary repetition of elementary courses and proceed directly into independent study and clinical research.

The 90-hour curriculum includes both online and on-campus courses, one 300-hour clinical practicum, and the completion of a doctoral dissertation. Up to 44 units of the curriculum can be completed online. The remainder of the curriculum is delivered on campus and includes a 300-hour clinical practicum. In the Advanced Standing Program, 30 semester hours of transfer credit are permitted from a regionally-accredited institution of higher education. One full academic year (9 months) of continuous residency on campus in northern Kentucky in a suburb of Cincinnati is required for graduation.

The doctoral dissertation may be either clinically or basic-science oriented and is completed under the guidance and supervision of our clinical or research faculty. The doctoral degree is conferred upon successful completion of all coursework, the clinical practicum, and the doctoral dissertation.

**Program Policies and Procedures**

**Time Limit for Degree Completion**

The Ph.D. in Clinical Psychology must be completed within five years of enrolling. The Program Director must approve any request for an extension of this time limit.

**Grading**

The Clinical Psychology program uses the following grades and quality points:

- **A** Superior performance, four quality points are earned for each semester hour with a grade of “A”
- **B** Performance distinctly above average, three quality points are earned for each semester hour with a grade of “B”
- **C** Average performance, two quality points are earned for each semester hour with a grade of “C”
- **F** Failure, given for unsatisfactory work, no quality points
- **W** Withdrawn from class without punitive grade
- **WP** Withdrawn passing
- **WF** Withdrawn failing
- **AF** Failure due to excessive absences
- **I** Incomplete, assigned only in instances where a small unit of work is not complete because of verifiable, extenuating circumstances; an “I” contract is submitted to the Registrar’s Office with each “I” grade assigned

The grade point average is computed on all graduate course work with the exception of “W” or “WP.” The grade of “I” is computed as an “F” in determining qualifications for candidacy. If the grade point average is below 3.0 (B), the candidacy application is held until the incomplete is cleared and the grade earned is then considered in determining the grade point average. Grade “F” cannot be used toward degree or non-degree programs but will be used toward computing GPA. Candidates for a graduate degree are required to have a combined cumulative grade point average of “B” in all courses. A “W” or “WP” grade has no bearing on the grade point average. A “WF” or “AF” is the equivalent of an “F” grade. Students wishing to
withdraw prior to the end of the semester should complete an official withdrawal form from the Office of Academic Affairs.

The grade of incomplete is awarded only when legitimate circumstances warrant. The grade of “I” will be recorded on the graduate student’s transcript and will remain until the faculty member awarding this grade makes the appropriate change or until the time specified on the “I” contract expires. The maximum length of time an “I” may remain on a transcript is one calendar year. At the end of a one calendar year period, the incomplete will change to the grade of “F” if the student has not completed the course requirement as specified by the instructor. Each submitted incomplete must be accompanied by a valid contract for this grade. This contract will indicate all of the necessary steps to be taken by the student to satisfactorily change the grade of “I”.

**Academic Standing**

The following standards will determine a student’s academic status:

1. Students must maintain a GPA of 3.0 to complete the program successfully.
2. A student whose GPA drops below 3.0 will be placed on academic probation. The student then has two semesters to improve the GPA to a 3.0 or higher. If the student fails to do so, the student will normally not be allowed to continue in the program.
3. A student must pass a course that is a prerequisite for another course with a “B” or better before taking the following course.

High standards of personal honesty and ethics are essential for those who are preparing for a career in clinical psychology. Students are expected to demonstrate integrity in their work, as well as a strong academic performance. Students who submit the work of others as their own, or who in any fashion violate academic or professional ethics will be dismissed from the program.

**Academic Appeals**

A student wishing to appeal a grade must appeal first to the professor of the course. If the situation remains unresolved, the student may then appeal to the Director of the program. Following the ruling of the Director, either the professor or the student may file a complaint with the Academic Appeals Committee of the University. This formal written appeal must be filed by the end of the 4th week of classes in the next regular term following the term in which the course in question was taken. The Academic Appeals Committee then gathers information from the student, the instructor, and any other relevant parties. The Committee will deliver its recommendation on the complaint to the Vice President for Academic Affairs. After reviewing this recommendation and concurring with or amending it, the Vice President for Academic Affairs will inform the student and instructor of the disposition of the complaint no later than the last day of classes of the term in which the complaint was filed.

An appeal of any application of program policy made by the Director of the program may also be filed with the Vice President for Academic Affairs, who will make the final determination in the matter.

**Transfer Credit**

Transfer credit may be awarded for coursework from regionally-accredited institutions of higher education that is substantially equivalent to courses required in the program. All transfer credits must be approved by the Program Director and the Registrar.

University of the Cumberlands does not grant transfer for academic work completed at state-approved but not regionally-accredited institutions of higher learning. However, a student who has completed courses at state-approved but not regionally-accredited institutions that are deemed substantially equivalent to courses in this program may not be required to repeat such coursework. In lieu of transfer credit, per se, the student may undertake alternative assignments such as supervised research or the preparation of written case reports to fulfill the 90-unit graduation requirement.

The following outlines the University of the Cumberlands Transfer Credit policy:

- Students in the Ph.D. in Clinical Psychology degree program may be granted up to 30 units of transfer credit.
• Transfer credit is granted by University of the Cumberlands for equivalent coursework taken at a regionally-accredited institution of higher education (only).
• Transfer credit is granted by University of the Cumberlands for both classroom instruction and online instruction.
• Transfer credit can be used to satisfy 500-series and 600-series course requirements at University of the Cumberlands.
• Transfer credit cannot be used to satisfy 800-series and 900-series course requirements at University of the Cumberlands.
• Transfer credit may be granted for coursework during as well as before a student has commenced graduate studies at University of the Cumberlands. In other words, our graduate students are encouraged to take courses at other top-tier institutions.
• Transfer credit cannot be granted for courses which served as the basis for a degree granted previously by another institution (i.e. double-counting of credits is prohibited).

Withdrawal / Refund Policy
To officially withdraw from all classes for a semester, a student must contact the Office of Academic Affairs (606-539-4214) and complete the withdrawal process. A student withdrawing from the program will receive a tuition refund as determined by the University’s Withdrawal / Refund Policy.

Refund Schedule: Below is the Refund Schedule, depending upon the length of courses.

Courses Fifteen Weeks or Greater in Length

<table>
<thead>
<tr>
<th>Official Date of Withdrawal</th>
<th>Charge</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2 of classes</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Week 3 of classes</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Week 4 of classes</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Week 5 of classes</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>After 5th week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Courses Greater than Six Weeks but Less than Fifteen Weeks in Length

<table>
<thead>
<tr>
<th>Official Date of Withdrawal</th>
<th>Charge</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2 of classes</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>After 2nd week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Courses Six Weeks or Less in Length

<table>
<thead>
<tr>
<th>Official Date of Withdrawal</th>
<th>Charge</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to Register</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>After 1st week of classes</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

A student who officially withdraws after the posted cancellation deadline and on or before the first day of the term will be charged a non-cancellation fee of $150 for tuition and $150 for room and board for the fall and spring term. There is no non-cancellation fee for the summer terms.

If a student officially withdraws after the first day of classes, they will be charged an administrative withdrawal fee of $100 for the fall and spring terms and $50 fee for the summer and bi-terms.

A student is not eligible for any financial aid prior to the first day of class attendance.

No Refund of Tuition or fees will be applied for dropping a course after the last day to add a course for the term has expired.
Treatment of Title IV Aid. Below are the regulations concerning Title IV aid when a student withdraws.

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Academic Competitiveness Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a prorata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you are originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don’t incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

Curriculum

Below is an outline of the program’s six core subjects. In the description of the curriculum that follows, “PSYC” denotes a course taught in a classroom, whereas “PSYOL” denotes a course offered in an online format.

Counseling and Psychotherapy
PSYC 530* Introduction to Clinical Mental Health Practice (3)
PSYOL 532 Lifespan Development (3)
PSYOL 533 Personality Theories in Clinical Practice (3)
PSYOL 535 Psychological Testing in Clinical Practice (3)
PSYOL 537 Etiology and Diagnosis of Abnormal Behavior (3)
PSYOL 538 Introduction to Counseling, Consulting, and Psychotherapy (3)
PSYC 631 Theory and Practice in Counseling and Psychotherapy (3)
PSYC 635 Treatment of Children and Adolescents in Counseling and Psychotherapy (3)
PSYOL 932 Cognitive Psychology (3)
PSYOL 931 Social Psychology (3)
PSYOL 930  Freudian and Jungian Psychoanalysis (3)
*Course requirement shall be waived for students who have been admitted with Advanced Standing.

**Neurosciences**
- PSYC 830  Neurophysiology (3)
- PSYC 831  Neuroanatomy (3)
- PSYC 832  Neuropsychology (3)

**Psychopharmacology**
- PSYC 840  Neuropharmacology (2)
- PSYC 841  Psychopharmacology (2)
- PSYC 842  Clinical Pharmacology (2)

**Diagnosis and Treatment of Mental Disorders**
- PSYC 850  Diagnosis and Treatment of Mental Disorders I (2)
- PSYC 851  Diagnosis and Treatment of Mental Disorders II (2)
- PSYC 852  Diagnosis and Treatment of Mental Disorders III (2)
- PSYC 860  Clinical Practicum (3)

**Professional Responsibility and Ethics**
- PSYC 531*  Ethical and Legal Issues in Counseling and Psychotherapy (3)
- PSYOL 539  Counseling Diverse Populations (3)
- PSYC 622**  Drug Abuse and Dependency (2)
- PSYOL 935  Domestic Violence (2)
- PSYOL 934  Child Abuse Assessment (2)
- PSYOL 936  Human Sexuality (1)
- PSYOL 937  Aging and Geriatric Mental Health Care (1)
*Course requirement shall be waived for students who have been admitted with Advanced Standing.
**Course requirement shall be waived for students who hold an alcohol and drug counseling license.

**Research**
- PSYOL 933  Biostatistics (3)
- PSYOL 536  Clinical Research Methods (3)
- PSYC 990  Doctoral Dissertation (12)

**Study Abroad in Oxford**
University of the Cumberlands has made arrangements to hold lecture classes in Oxford during July each year. The following courses are offered each year in July in Oxford:

- PSYC 530*  Orientation to Clinical Mental Health Practice
- PSYC 531*  Ethical and Legal Issues in Counseling and Psychotherapy
- PSYC 631  Theory and Practice in Counseling and Psychotherapy
- PSYC 622**  Drug Abuse and Dependency
- PSYC 635  Treatment of Children and Adolescents in Counseling and Psychotherapy
*Course requirement shall be waived for students who have been admitted with Advanced Standing.
**Course requirement shall be waived for students who hold an alcohol and drug counseling license.

Students are not required to attend the study abroad program in Oxford. All courses offered in Oxford are also offered at University of the Cumberlands campus in northern Kentucky.

**Online Instruction**
As is reflected in the curricular outline above, fifteen courses in the Ph.D. program are offered in an online format. The following courses are offered in an online format.

- PSYOL 532  Lifespan Development
- PSYOL 533  Personality Theories in Clinical Practice
PSYOL 535  Psychological Testing in Clinical Practice  
PSYOL 536  Clinical Research Methods  
PSYOL 537  Etiology and Diagnosis of Abnormal Behavior  
PSYOL 538  Introduction to Counseling, Consultation and Psychotherapy  
PSYOL 539  Counseling Diverse Populations  
PSYOL 930  Freudian and Jungian Psychoanalysis  
PSYOL 931  Social Psychology  
PSYOL 932  Cognitive Psychology  
PSYOL 933  Biostatistics  
PSYOL 934  Child Abuse Assessment  
PSYOL 935  Domestic Violence  
PSYOL 936  Human Sexuality  
PSYOL 937  Aging and Geriatric Mental Health Care  

Core Medical Subjects  
The 800-series courses comprise the bulk of the medical curriculum. Taken together, the 800-series courses provide the scientific background in the biomedical and clinical sciences required to pass the PhD Qualifying Examination. The 800-series courses are offered in northern Kentucky from mid-October to mid-May each year. These core courses must be taken in sequence and without interruption. The core medical subjects are as follows.

Neurosciences  
PSYC 830  Neurophysiology (3)  
PSYC 831  Neuroanatomy (3)  
PSYC 832  Neuropsychology (3)  

Psychopharmacology  
PSYC 840  Neuropharmacology (2)  
PSYC 841  Psychopharmacology (2)  
PSYC 842  Clinical Pharmacology (2)  

Diagnosis and Treatment of Mental Disorders  
PSYC 850  Diagnosis and Treatment of Mental Disorders I (2)  
PSYC 851  Diagnosis and Treatment of Mental Disorders II (2)  
PSYC 852  Diagnosis and Treatment of Mental Disorders III (2)  

All 800-series courses must be taken in the classroom and must be taken at University of the Cumberlands; no transfer credit is permitted.

In all 800-series courses, final examinations are of the type and level of difficulty likely to be encountered on the PhD Qualifying Examination. Accordingly, final examinations for the 800-series courses are closed-book, closed-note, and multiple-choice style objective tests. No penalty is subtracted for wrong answers. Each final examination is graded objectively; 70% is the minimum passing score. The course grading is as follows: 70% to 79.99% is a “C” course grade; 80% to 89.99% is a “B” course grade; and 90% and above is an “A” course grade. A make-up examination is offered 1 week after each final examination so as to enable students to achieve passing scores upon reexamination; only examinations previously failed may be retaken. There are no midterm exams; only final examinations.

Students in the 850-series courses are required to write a number of term papers on the diagnosis and treatment of mental disorders. These papers are required to be submitted but not graded. They are intended to help the student organize the course material. Students may opt to work cooperatively on such papers. Cooperation and teamwork amongst fellow classmates is encouraged. The required essays are as follows:

PSYC 850  Diagnosis and Treatment of Mental Disorders I  
Required 10-page essays:
• Pathogenesis, Diagnosis and Treatment of Bipolar Disorders
• Pathogenesis, Diagnosis and Treatment of Depression
• Pathogenesis, Diagnosis and Treatment of Anxiety

PSYC 851  Diagnosis and Treatment of Mental Disorders II
Required 5-page essays:
• Pathogenesis, Diagnosis and Treatment of Developmental Disorders
• Pathogenesis, Diagnosis and Treatment of Personality Disorders
• Pathogenesis, Diagnosis and Treatment of Obsessive Compulsive Disorders
• Pathogenesis, Diagnosis and Treatment of Sleeping Disorders
• Pathogenesis, Diagnosis and Treatment of Eating Disorders

PSYC 852  Diagnosis and Treatment of Mental Disorders III
Required 10-page essays:
• Pathogenesis, Diagnosis and Treatment of Schizophrenia
• Pathogenesis, Diagnosis and Treatment of Memory Disorders
• Pathogenesis, Diagnosis and Treatment of Geriatric Psychiatry

Each student should be able to deliver a 10-minute verbal presentation from memory on each of the subjects of these required essays. The PhD Qualifying Examination shall draw heavily on the subjects of these required essays.

Clinical Practicum
The clinical practicum is intended to expose our students to a wide variety of mental disorders and provide an opportunity to observe mental illness in patients of all ages, both sexes, and many cultures. At least three-quarters of all clinical instruction is provided by licensed Clinical Psychologists. Up to one-quarter of the clinical instruction may be provided by specialized mental health professionals such as Board Certified Psychiatrists and Research Psychoanalysts. Students are not required to do the practicum in Kentucky. Students may prefer to make their own personal arrangements for the practicum, subject to approval by the Program Director.

University of the Cumberlands has established the following requirements for the practicum experience, wherever it is located.

One 300-hour practicum, comprising of the following components:

1) A minimum of 150 hours of supervised experience shall be in service-related activities, defined as treatment/intervention, assessment, interviews, report-writing, case presentations, and consultations, including at least 50 hours of face-to-face supervision (of which 10 hours may be in a group setting);

   NOTE: In determining the hours of supervised professional experience which may be earned during the doctoral training program, University of the Cumberlands shall use the ASPPB Guidelines for Practicum Experience (October, 2008) which recommends “At least 50% of the supervised experience shall be in service-related activities, such as treatment, assessment, interviews, report-writing, case presentations, and consultations.

2) A minimum of 100 hours of supervised professional experience shall be devoted to face-to-face patient/client contact, including at least 50 hours of scheduled individual, face-to-face supervision.

   NOTE: The criteria for supervision of professional experience in the doctoral training program are as follows:
1. There shall be a minimum of 100 hours of supervision.

2. At least 75% of the required hours of supervision must be done with a Licensed Psychologist* supervisor, at least one-third of which (25 hours) shall be conducted in an individual, face-to-face format.

3. No more than 25% of the required hours of supervision (25 hours) may be done with a licensed mental health professional** other than a Licensed Psychologist as the supervisor.

4. Of the total supervision hours, no more than 50% (50 hours) may be done via secure interactive videoconferencing.

* Practitioner Clinical Psychologist in the United Kingdom or Clinical Neuropsychologist Specialist Register in Ireland

** Board Certified Psychiatrist licensed in any state or Research Psychoanalyst licensed in the State of California

Each student takes PSYC 860 Clinical Practicum during the second or third year of the program. The Clinical Director at University of the Cumberlands must approve all rotations in advance. The practicum is graded “Pass” or “Fail” based upon attendance, with an 80% attendance record required for a passing grade. All students must show proof of insurance prior to undertaking the clinical rotation. In addition to normal tuition, students enrolled in PSYC 860 are charged a clinical supervision fee of $7,500 for the 300-hour clinical clerkship. This fee covers the cost of clinical supervision. Students are also required to purchase their own professional liability insurance coverage. Their insurance policy must name “University of the Cumberlands” and the host institution as “also insured” under the policy.

For this 300-hour clinical rotation, University of the Cumberlands intends to contract for clinical instructional services with hospitals or community outpatient psychiatric facilities in Kentucky and other states. Students are not required, however, to undertake their clinical rotations at these facilities. With the approval of the Clinical Director, students may make their own arrangements for a 300-hour supervised clinical clerkship in suitable facilities elsewhere. Students who make alternative arrangements for their clinical rotation will pay only the normal tuition directly to University of the Cumberlands. However, the host institution providing the practicum venue may require additional payment for the clinical supervision.

There is no requirement that the clinical rotation be undertaken in the United States. For instance, it is possible to complete a 300-hour clinical rotation in Europe. For clerkships undertaken in Europe, the Director of Graduate Studies in Oxford will serve as the liaison between University of the Cumberlands and the host institution.

Clinical instruction is intended to offer a real-life opportunity for the diagnosis and treatment of mental disorders. Since each student’s clinical experience and exposure to the diagnosis and treatment of mental disorders depends upon the conditions of actual patients, experiences will vary. For this reason, the practicum will not contribute significantly to the Ph.D. Qualifying Examination.

**Case Reports and Independent Study**

University of the Cumberlands will not grant transfer credit for academic work completed at state-approved but not regionally-accredited institutions of higher learning. However, in lieu of repeating such coursework deemed equivalent to courses in the program, a candidate may complete case reports (PSYC 960 through PSYC 966), independent study (PSYC 970) or independent research in clinical psychology (PSYC 980). In such situations, these alternative credits will contribute to the candidate’s 90-hour graduation requirement.
Guidelines for Case Study Reports

A case report is a brief (8 to 14 page) case presentation in narrative form. In writing a case report, use an actual client from your prior counseling experience, one who has completed treatment or is no longer obtaining services, using a fictitious name for the client in the case. A composite case composed from different clients will not be acceptable.

The preparation of case reports satisfies two distinct purposes. First, the preparation of case reports offers a unique means of integrating theoretical knowledge acquired in the classroom with practical knowledge, training and skills gained during the clinical practicum or in prior clinical experience. Second, case reports typically are submitted to licensing boards and potential employers.

To the extent practical, provide evidence of your knowledge and experience of the following skills. For instance, if the case report refers to an alcohol and drug abuse case, the following skills and experience would likely be appropriate.

1. **SCREENING** - Demonstrate your ability to determine treatment appropriateness and client eligibility for a particular program. Ability to use appropriate diagnostic criteria in determining eligibility and ability to suggest alternative services if necessary.
2. **INTAKE** - Demonstrate your ability to perform the administrative and initial assessment procedures for admission to a program.
3. **ORIENTATION** - Demonstrate your ability to describe to client and significant others program philosophy, program, goals, procedures and rules governing client rights, and treatment costs.
4. **ASSESSMENT** - Demonstrate your ability to identify and evaluate an individual’s strengths, weakness, problems and needs for the development of the treatment plan.
5. **TREATMENT PLANNING** - Demonstrate your ability to work with client to identify and rank problems needing resolution, establish agreed upon goals, and to determine appropriate process and resources to be utilized.
6. **COUNSELING** - Demonstrate your ability to utilize special skills to assist individuals, families or groups in achieving objectives through; exploration of a problem and its ramifications; examination of attitudes and feelings; consideration of alternative solutions; and decision making.
7. **CASE MANAGEMENT** - Demonstrate your ability to utilize activities which bring services, agencies, resources or people together within a planned framework of action toward the achievement of established client goals. Ability to coordinate multiple service plans.
8. **CRISIS INTERVENTION** - Demonstrate your ability to identify a crisis when it surfaces, attempt to mitigate or resolve the immediate problem while using the negative events to enhance the treatment efforts.
9. **CLIENT INTERVENTION** - Demonstrate your ability to provide information to individuals and groups concerning available alcohol and drug abuse services and resources.
10. **REFERRAL** - Demonstrate your ability to identify the needs of the client that cannot be met by the counselor and/or agency and assisting client in utilizing available support systems and community resources. Ability to utilize other resources while maintaining appropriate client confidentiality.
11. **REPORT AND RECORDKEEPING** - Demonstrate your ability to perform the function of documentation to assist the client’s progress toward achievement of established goals; facilitate communication between co-workers and other service providers; assist supervisor in evaluating therapeutic skills and effectiveness.
12. **CONSULTATION WITH OTHER PROFESSIONALS** - Demonstrate your ability to relate with other professionals (both alcohol and drug counselors and non-alcohol and drug professionals) to assure quality care for the client.
13. **COMMUNICATION WITH UNDER-SERVED POPULATIONS** - Demonstrate your ability to recognize and to respond effectively to behavior, attitudes, and values unique to different ethnic, racial, religious groups, homosexual adolescents, women, elderly, and other identified underserved client groups.
14. **SKILLS ENGAGING FAMILY MEMBERS** - Demonstrate your ability to involve family members and other significant persons present in client’s life into the treatment process.
Appropriate headings should be used to organize case reports. For instance, if the case report refers to an alcohol and drug abuse case, the following headings would likely be appropriate.

- a. Chemical Abuse History
- b. Psychological Functioning
- c. Education/Vocational/Financial
- d. Legal History
- e. Social
- f. Physical History
- g. Treatment History
- h. Assessment
- i. Treatment Plan Process
- j. Course of Treatment
- k. Discharge Summary

Case reports are reviewed by faculty and are graded on the basis of completeness and clarity.

**Qualifying Examination**

The Ph.D. Qualifying Examination consists of three separate parts:
- Neurosciences
- Pharmacology
- Diagnosis and Treatment of Mental Disorders

A passing grade must be achieved on each of three parts.

The Ph.D. Qualifying Examination is a closed-book, closed-note, multiple-choice type examination that is 6 hours in duration. It is graded objectively; 70% is a passing grade. There is no penalty subtracted for wrong answers. Each part of the Ph.D. Qualifying Examination is graded separately; a passing grade (70%) is required on each part. A make-up examination is offered 4 weeks afterwards to enable students to achieve passing scores; only parts previously failed need be retaken.

The Ph.D. Qualifying Examination is administered once a year, following completion of the 9-month academic year in northern Kentucky.

The Ph.D. Qualifying Examination consists of 330 multiple-choice questions on the material covered in the 800-series courses, according to the following formulae:

**Part I - Neurosciences**
- PSYC 830 Neurophysiology 25 questions
- PSYC 831 Neuroanatomy 15 questions
- PSYC 832 Neuropsychology 15 questions

**Part II - Pharmacology**
- PSYC 840 Neuropharmacology 75 questions
- PSYC 841 Psychopharmacology 75 questions
- PSYC 842 Clinical Pharmacology 50 questions

**Part III - Diagnosis and Treatment of Mental Disorders**
- PSYC 850 Diagnosis and Treatment of Mental Disorders I 25 questions
- PSYC 851 Diagnosis and Treatment of Mental Disorders II 25 questions
- PSYC 852 Diagnosis and Treatment of Mental Disorders III 25 questions

Passing scores are as follows:
- **Part I – Neurosciences** 39 correctly answered
- **Part II – Pharmacology** 140 correctly answered
- **Part III – Diagnosis and Treatment of Mental Disorders** 53 correctly answered
The make-up examination has exactly the same composition and level of difficulty as the original Ph.D. Qualifying Examination. The make-up examination is also a closed-book, closed-note, multiple-choice type examination and is 6 hours in duration. It is graded objectively; 70% is a passing grade. There is no penalty subtracted for wrong answers.

**Professional Responsibility and Ethics**
With prescriptive authority for clinical psychologists comes special rights, duties and responsibilities, as is appropriate of a profession that is a recognized specialty in clinical medicine. University of the Cumberlands is committed to incorporating lessons of ethics and professional responsibilities into every aspect of the clinical training program to ensure that our graduates are of the highest moral caliber. University of the Cumberlands and the staff of the clinical training program shall exhibit fairness, honesty, respect and integrity in all personal and professional matters.

**Doctoral Dissertation**
In such an emerging discipline as clinical psychology with prescriptive authority, lifelong learning will be required throughout a successful career. University of the Cumberlands is committed to maintaining the tradition that research, together with writing and defending a significant doctoral dissertation, is the best possible preparation for a lifetime of learning. To that end, University of the Cumberlands requires every student to write an original doctoral dissertation that represents significant new knowledge in clinical psychology.

The doctoral dissertation is an original written report of 80-120 pages that (i) represents significant scholarship on the part of the student; (ii) presents the results of the student’s own clinical, theoretical or applied research; and (iii) either demonstrates the student’s novel application of existing knowledge to some aspect of clinical psychology; or represents, in and of itself, significant new knowledge.

Upon the submission of an unbound manuscript, a committee of three examiners shall be appointed to review and evaluate the student’s work. Typically, one member of the examination committee is a faculty member who has served as the student’s advisor during the preparation of the doctoral dissertation. The second member of the examination committee is the Program Director, Clinical Director, or Academic Coordinator. The third member of the examination committee is a senior academic from outside University of the Cumberlands.

After the dissertation manuscript is submitted to and tentative approved by the examining committee, an oral defense, or *viva voce*, is required as the final step of the dissertation process. Before recommending the award of the Ph.D. in Clinical Psychology degree, the examiners must satisfy themselves that the thesis is clearly written in APA format, recognizes appropriately previously published work on the subject, and represents a useful contribution to learning. Examiners bear in mind that the research topic is approved in the light of what it is reasonable to expect a student to complete within nine months of full-time research and writing.

**Viva Voce**
To ensure quality and originality, an oral defense known as a *viva voce* is required of each student. The *viva voce* represents the final step in the educational process. Successful defense of the ideas presented in the doctoral dissertation serves as the basis for awarding the Doctor of Philosophy degree by the faculty and officers of University of the Cumberlands.

**Required Courses**

Listed below are the courses required to complete the Ph.D. in Clinical Psychology at University of the Cumberlands.

**500-Series**
- **PSYC 530* Introduction to Clinical Mental Health Practice** 3 (Oxford, Kentucky)
- **PSYC 531* Ethical and Legal Issues in Counseling and Psychotherapy** 3 (Oxford, Kentucky)
- **PSYOL 532 Lifespan Development** 3 (Online)
PSYOL 533  Personality Theories in Clinical Practice  3   (Online)
PSYOL 535  Psychological Testing in Clinical Practice  3   (Online)
PSYOL 536  Clinical Research Methods  3   (Online)
PSYOL 537  Etiology and Diagnosis of Abnormal Behavior  3   (Online)
PSYOL 538  Introduction to Counseling, Consultation and Psychotherapy  3   (Online)
PSYOL 539  Counseling Diverse Populations  3   (Online)

*Course requirement shall be waived for students who have been admitted with Advanced Standing.

600-Series
PSYC 631  Theory and Practice in Counseling and Psychotherapy  3   (Oxford, Kentucky)
PSYC 622*  Drug Abuse and Dependency  2   (Oxford, Kentucky)
PSYC 635  Treatment of Children and Adolescents in Counseling and Psychotherapy  3   (Oxford, Cincinnati)

**Course requirement shall be waived for students who hold an alcohol and drug counseling license.

800-Series
PSYC 830  Neurophysiology  3   (Kentucky)
PSYC 831  Neuroanatomy  3   (Kentucky)
PSYC 832  Neuropsychology  3   (Kentucky)
PSYC 840  Neuropsychopharmacology  2   (Kentucky)
PSYC 841  Psychopharmacology  2   (Kentucky)
PSYC 842  Clinical Pharmacology  2   (Kentucky)
PSYC 850  Diagnosis and Treatment of Mental Disorders I  2   (Kentucky)
PSYC 851  Diagnosis and Treatment of Mental Disorders II  2   (Kentucky)
PSYC 852  Diagnosis and Treatment of Mental Disorders II  2   (Kentucky)
PSYC 860  Clinical Practicum (300 clock hours)  3   (Kentucky)

900-Series
PSYL 930  Freudian and Jungian Psychoanalysis  3   (Online)
PSYC 931  Social Psychology  3   (Online)
PSYOL 932  Cognitive Psychology  3   (Online)
PSYC 933  Biostatistics  3   (Online)
PSYOL 934  Child Abuse Assessment  2   (Online)
PSYC 935  Domestic Violence  2   (Online)
PSYOL 936  Human Sexuality  1   (Online)
PSYOL 937  Aging and Geriatric Mental Health Care  1   (Online)
PSYOL 938  Special Topics* (To be announced)  1   (Online)
PSYOL 939  Special Topics* (To be announced)  1   (Online)
PSYC 960-  Case Report*  3
PSYC 966
PSYC 970  Independent Study* (May be repeated; variable credit)  1 to 12
PSYC 980  Research in Clinical Psychology* (variable credit)  1 to 12
PSYC 990  Doctoral Dissertation  12

*Optional courses

Course Descriptions

Below are course descriptions of all courses in the curriculum, including traditional classroom courses, online courses, and independent study courses (independent study, clinical practicum and research).

Classroom Courses

PSYC 530 - Introduction to Clinical Mental Health Practice*
This course is an overview and examination of the mental health professions. The course will examine historical, philosophical, and social/political influences on contemporary mental health practices, as well
as equip the student with an introduction to the practical aspects of a clinical practice (treatment planning, developing the helping relationship, collaboration/referral, etc.). An in-depth examination will be made into the professional rights and responsibilities of professional counselors and clinical psychologists as well as their credentialing and licensing. 3 credit hours

*Course requirement shall be waived for students who have been admitted with Advanced Standing.

PSYC 531 - Ethical and Legal Issues in Counseling and Psychotherapy*
Legal and ethical issues and practices are integral to professional counseling and clinical psychology. This course will examine topics such as confidentiality, ethical competence, professional relationships, and what constitutes malpractice. Emphasis will be placed upon rights, duties, and professional responsibilities under the law. Exercises are used to develop critical thinking and skill in evaluating and resolving ethical dilemmas encountered in a mental health practice. 3 credit hours

*Course requirement shall be waived for students who have been admitted with Advanced Standing.

PSYC 631 - Theory and Practice in Counseling and Psychotherapy
This course provides a comprehensive overview of the various theories of counseling and psychotherapy. This course is designed to critically examine the historical/theoretical frameworks that the major forms of counseling utilize. Some of the theoretical perspectives will include: (but are not limited to) Psychodynamic, Person-Centered (Humanistic), Existential, Adlerian, Behavioral, Cognitive-Behavioral, Gestalt, Multimodal, and Systems theory. 3 credit hours

PSYC 622 - Drug Abuse and Dependency**
This course will allow the student to review current research and treatments in the field of drug addiction and dependency. This will include developments in the psychopharmacological treatments of addictions, the influence of managed care on treatment, ethics, and the changing roles of the counselor. Intervention strategies will be explored. This is the same course content as PSYC 632 but the material is covered at a faster pace for students who already have some familiarity with alcohol and drug dependency issues.
Prerequisite: Permission of the Program Director. 2 credit hours

**Course requirement may be waived for students who hold an alcohol and drug abuse counseling license.

PSYC 632 - Drug Abuse and Dependency**
This course will allow the student to review current research and treatments in the field of drug addiction and dependency. This will include developments in the psychopharmacological treatments of addictions, the influence of managed care on treatment, ethics, and the changing roles of the counselor. Intervention strategies will be explored. 3 credit hours

**Course requirement may be waived for students who hold an alcohol and drug abuse counseling license.

PSYC 635 - Treatment of Children and Adolescents in Clinical Practice
This course examines issues related to the mental health treatment for children and adolescents. Focus is on the application of clinical principles and theories to this specific population. Techniques for interviewing children and their families, methods for designing and evaluating treatment plans, age-appropriate assessment procedures, and ethical standards and legal requirements are also addressed. 3 credit hours

PSYC 830 - Neurophysiology
The course covers the basic biology of the nerves, including synthesis and movement of proteins in the nerve, membrane potential and membrane properties, ion channels, and generation and conduction of an action potential. The course also covers the fundamental biophysical mechanisms of cellular neurotransmission, including synapses, membrane potentials, ion pumps, ion channels, transmitter secretion, nerve-muscle transmission and receptors. The most important neurotransmitters such as acetylcholine, norepinephrine, dopamine, serotonin, glutamate, glycine, GABA and peptides are discussed in detail. 3 credit hours
PSYC 831 - Neuroanatomy
This course provides a description of the functional anatomy of the autonomic nervous system, including pre- and post-ganglionic neurons, the sympathetic and parasympathetic nervous systems, visceral afferent fibers, autonomic ganglia, and central autonomic pathways. The gross anatomy of the peripheral nervous system, and central nervous system, including the brain, brainstem, cerebellum, cranial nerves are covered from the perspective of clinical and medical psychology. 3 credit hours

PSYC 832 - Neuropsychology
This course explores the biological basis of behavior, including sensation and perception, the regulation of hunger and thirst, physiological psychology, comparative psychology; learning, memory, and the role of hormones, pheromones and neurotransmitters in regulating human behavior and emotion. 3 credit hours

PSYC 840 - Neuropharmacology
This course explores the basic pharmacology of the agents that act as agonists or antagonists to neurotransmitter receptors, axonal blockers, ganglion blockers, or affect the neuromuscular junction. 2 credit hours

PSYC 841 - Psychopharmacology
This course explores the basic pharmacology that is pertinent to the treatment of mental disorders and diseases. Special attention is given to clinically-significant antipsychotic antianxiety and antidepressant drugs. 2 credit hours

PSYC 842 - Clinical Pharmacology
This course studies the clinical aspects of pharmacology including drug interactions, pharmacokinetics, biotransformation of drugs, new drug development, prescription writing, protocol for controlled substances, special considerations during pregnancy, special considerations for geriatric populations, advanced topics. 2 credit hours

PSYC 850 - Diagnosis and Treatment of Mental Disorders I
This course attempts to characterize the psycho-pathogenesis, diagnosis and treatment of anxiety disorders and depression in terms of neurotransmitters and receptors. Modern psychopharmacological theories based upon neurological receptors and neurotransmitters are examined. 2 credit hours

PSYC 851 - Diagnosis and Treatment of Mental Disorders II
This course attempts to characterize psycho-pathogenesis, diagnosis and treatment of personality disorders, eating disorders, sleep disorders, sexual disorders and developmental disorders in terms of neurotransmitters and receptors. Modern psychopharmacological theories based upon neurological receptors and neurotransmitters and are examined. The rational basis of modern psycho-pharmacological treatment is examined critically and compared with traditional psychotherapy methods based on psychoanalytical theory. 2 credit hours

PSYC 852 - Diagnosis and Treatment of Mental Disorders III
This course attempts to characterize psycho-pathogenesis, diagnosis and treatment of schizophrenia. Modern psychopharmacological theories based upon neurological receptors and neurotransmitters are examined. 2 credit hours

Online Courses

PSYOL 532 - Lifespan Development
This course will focus on human development from conception through adulthood. This course will provide an overview of development in the following areas: physical, cognitive, psychological, social-emotional, and moral. The five areas of development will be examined through various developmental theories with applications to therapeutic settings. Students will examine developmental crises that may be the source of problems that become the focus in a counseling or clinical setting. 3 credit hours
PSYOL 533 - Personality Theories in Clinical Practice
This class will cover an in-depth examination into historical and current psychological theories of personality. These will include psychoanalytic, humanistic, behavioral, cognitive and trait theories. The student will be given the opportunity to interpret the strengths and weaknesses of each of these models, and integrate learning toward creating tools for effective counseling. 3 credit hours

PSYOL 535 - Psychological Testing in Clinical Practice
This course will provide an exploration of the structure, administration, interpretation and uses of various psychological tests typically utilized in a counseling practice. Specific assessment procedures will include (but are not limited to) testing: cognitive ability, personality dynamics, achievement, aptitude, adaptive behavior, and emotional characteristics. Special attention will be paid to helping students develop awareness of the process of conducting a comprehensive assessment, interpreting assessment results and how to communicate those results to clients. 3 credit hours

PSYOL 536 - Clinical Research Methods
This course will provide an introduction to research methods and statistical procedures that are necessary to the design, application, and evaluation of current research in the field of counseling and psychotherapy. Generating independent research proposals and analyzing published empirical findings will be emphasized in the course. Topics will include descriptive and inferential statistics, quasi-experimental designs, correlational research methods, nonparametric statistics, APA writing style, and independent research proposal development. 3 credit hours

PSYOL 537 - Etiology and Diagnosis of Abnormal Behavior
One of the primary roles of clinicians in community settings is to recognize the diagnostic criteria for abnormal behavior, understand its possible causes, and begin to develop appropriate treatment or referral plans for addressing the problems associated with psychopathology. This course is designed to provide students with a comprehensive study of the etiology of abnormal behavior. In addition, students will learn how to facilitate the diagnostic process. This will include intimate familiarity with the Diagnostic and Statistical Manual of Mental Disorders, and other tools for facilitating accurate mental health diagnoses. 3 credit hours

PSYOL 538 - Introduction to Counseling, Consulting, and Psychotherapy
This course is an introduction to major therapeutic similarities and differences between counseling, psychotherapy, and consultation. Theories of personality and the causes and severity of abnormal behavior will serve as frameworks for therapeutic intervention strategies. Particular emphasis will be placed on applying theory to professional practice in each of the three disciplines, as well as exploring the diverse responsibilities the counselor or psychologist must demonstrate in each of these roles. 3 credit hours

PSYOL 539 - Counseling Diverse Populations
This course is designed to provide students with a comprehensive study of the skills, techniques, and information necessary to facilitate a counseling process in a cross-cultural counseling relationship. Students will be encouraged to develop self-awareness of their own cultural biases as well as awareness of many other cultures. Special attention will be given to dimensions of culture, ethnicity, lifestyle, religion, socioeconomic status, and gender issues and how those factors affect the counseling relationship and the choice of treatment processes. The focus is on racial and ethnic basis of behavior with special emphasis on people of color, particularly in regards to cross-cultural psychology, psychology and social oppression, racism and psychology. 3 credit hours

PSYOL 930 - Freudian and Jungian Psychoanalysis
This course explores the theoretical underpinnings of modern psychoanalytic theory as it was originally formulated by Sigmund Freud at the end of the 19th Century and further developed by Sigmund Freud and Carl Gustav Jung in the early part of the 20th Century. The emphasis of this course is on the study of authentic, historically important writings on theories of the unconscious mind, defense mechanisms of repression, sexual desire as the primary motivational energy of human life, archetypes and symbols, and
the interpretation of dreams as sources of insight into unconscious desires. Included, is a discussion of therapeutic techniques, including the use of dream interpretation and free association. 3 credit hours

**PSYOL 931 - Social Psychology**
This course explores the social basis of behavior: social psychology, group processes, organizational and systems theory. 3 credit hours

**PSYOL 932 - Cognitive Psychology**
This course explores the study of the cognitive-affective bases of behavior including learning, thinking, motivation, and emotion. 3 credit hours

**PSYOL 933 Biostatistics**
This course offers an introduction to statistical methodology for the mental health professions. Topics covered include presentation of data, descriptive statistics, basic concepts of probability, estimation of parameters, hypothesis testing, simple linear regression, correlation, and the analysis of attribute data. The course provides a solid foundation in statistical inference, statistical significance, and hypothesis testing. 3 credit hours

**PSYOL 934 - Child Abuse Assessment**
This course explores the relationship between childhood trauma, child abuse and the assessment of children who have been caught in a web of abuse, neglect and/or maltreatment. This course aims to provide fundamental tools and concepts necessary for the identification, assessment and treatment of childhood abuse, including statutory child abuse assessment and reporting requirements under the law. 2 credit hours

**PSYOL 935 - Domestic Violence**
This course covers spousal or partner abuse assessment, detection, and intervention strategies and reporting requirements under the law. Special issues encountered during the child custody evaluation process, including maximizing safety for clients, evaluators, and court personnel; maintaining objectivity; providing and gathering balanced information from both parties and controlling for bias; providing for separate sessions at separate times; and considering the impact of the evaluation report and recommendations with particular attention to the dynamics of domestic violence. This course covers a broad range of issues encountered in family and psychological assessment in domestic violence cases. 2 credit hours

**PSYOL 936 - Human Sexuality**
This course entails the study of physiological-psychological and social-cultural variables associated with sexual identity, sexual behavior or sexual disorders. 1 credit hour

**PSYOL 937 - Aging and Geriatric Mental Health Care**
Aging is not a disease, but rather a natural process. This course discusses the process of aging and long-term care including the biological, social, and psychological aspects of aging. 1 credit hour

**PSYOL 938 - Special Topics in Clinical Psychology**
This course covers a special topic concerning the diagnosis and/or treatment of a mental health issue. 1 credit hour

**PSYOL 939 - Special Topics in Clinical Psychology**
This course covers a special topic concerning the diagnosis and/or treatment of a mental health issue. 1 credit hour

**Independent Study**

**PSYC 860 - Clinical Practicum**
A 300-hour clinical practicum in clinical psychology is required, comprising: (i) a minimum of 150 hours of supervised experience shall be in service-related activities, defined as treatment/intervention,
assessment, interviews, report-writing, case presentations, and consultations, including at least 50 hours of face-to-face supervision (of which 10 hours may be in a group setting); and (ii) a minimum of 100 hours of supervised professional experience shall be devoted to face-to-face patient/client contact, including at least 50 hours of scheduled individual, face-to-face supervision. The practicum may be located in a private practice setting, a community clinic, or mental health hospital. All clinical clerkships are administered in strict accordance with the “Guidelines for Defining a Doctoral Degree in Psychology” by the ASPPB/National Register. The clinical practicum is designed to provide students with intensive one-on-one training and professional training in clinical psychology in a supervised setting. Each student will receive 100 hours of scheduled face-to-face supervision with a psychiatrist, psychoanalyst or licensed clinical psychologist (of which 10 hours may be in a group setting). Each student receives significant clinical training and works with actual patients/clients under direct supervision. During the clinical clerkship, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and diagnostic and therapeutic skills. In addition to tuition, students pay a clinical supervision fee. Students must show proof of malpractice liability insurance. 3 credit hours

**PSYC 960 - PSYC 966 - Case Report**
Students who have completed all other program requirements but are still in need of academic credits to fulfill the 90-hour graduation requirement for the Ph.D. in Clinical Psychology degree, may submit a written case report (8-14 pages in length) documenting previous patient contact during the student’s clinical practicum. Thus, the case report is based on the student’s previous counseling, or experience gained through the clinical practicum, with an actual patient/client. 3 credit hours

**PSYC 970 - Independent Study**
Students who have completed all other program requirements but are still in need of academic credits to fulfill the 90-hour graduation requirement for the Ph.D. in Clinical Psychology degree, may undertake independent study in the field of clinical psychology under the direction of the clinical or research faculty. 1 to 12 credit hours

**May be repeated for academic credit.**

**PSYC 980 - Research in Clinical Psychology**
Students who have completed all other program requirements but are still in need of academic credits to fulfill the 90-hour graduation requirement for the Ph.D. in Clinical Psychology degree, may undertake independent research in clinical psychology under the direction of the clinical or research faculty. 1 to 12 credit hours

**May be repeated for academic credit.**

**PSYC 990 - Doctoral Dissertation**
The doctoral dissertation (80-120 pages in length) is an original written report that (i) represents significant scholarship on the part of the student; (ii) presents the results of the student’s own clinical, theoretical or applied research; (iii) and either demonstrates the student’s novel application of existing knowledge to some aspect of clinical psychology; or represents, in and of itself, significant new knowledge. 12 credit hours

Prescriptive Authority for Clinical Psychologists

**State Legislative Initiatives**
The states of New Mexico and Louisiana have already granted clinical psychologists prescriptive authority. Legislative initiatives have been introduced in Alaska, California, Connecticut, Florida, Georgia, Illinois Maine, Michigan, Missouri, New Hampshire, Oklahoma, Oregon, Tennessee, Texas, Wyoming and the Virgin Islands to grant prescriptive clinical psychologists to authority. Most notably, clinical psychologists have made considerable progress toward gaining prescriptive authority in the following jurisdictions.

**Hawaii.** The Hawaii legislation (HB 539) would authorize "trained and supervised medical psychologists working in federally qualified health centers or other licensed health clinics located in federally designated medically underserved areas" to prescribe psychotropic medications.
Missouri. A bill (HB 1447) would create the classification of licensed prescribing psychologist under the State Committee of Psychologists. The bill would authorize psychologists to write prescriptions for Schedule II psychotropic medicine "or any other psychological treatment or laboratory test as it relates to the practice of psychology."

Georgia. A bill (HB 923) would authorize "health service provider psychologists" who meet continuing education requirements to prescribe drugs in certain circumstances.

Tennessee. Legislation in Tennessee (HB 479 and SB 723) would give prescriptive authority to psychologists certified by a board of examiners in psychology. It also would require training and education standards set by the board, which would include a psychiatrist representative.

**States for Which Program Fulfills Educational Licensure Requirements**

Based upon a review of state law and licensure regulations, the Ph.D. in Clinical Psychology degree program offered by University of the Cumberlands should fulfill the educational requirements for licensure in 37 states or jurisdictions. Additional information on state requirements may be found on the ASPPB website. See the state requirements link on the homepage at http://www.asppb.net or review the Jurisdictional Handbooks available at http://www.asppb.org/HandbookPublic/HandbookReview.aspx.

The Ph.D. in Clinical Psychology degree program offered by University of the Cumberlands should fulfill the educational licensure requirements in these states or jurisdictions:

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Colorado
6. Connecticut
7. Delaware
8. District of Columbia
9. Hawaii
10. Idaho
11. Indiana
12. Iowa
13. Kansas
14. Kentucky
15. Louisiana
16. Maryland
17. Massachusetts
18. Michigan
19. Montana
20. New Hampshire
21. New Jersey
22. New Mexico
23. New York
24. North Carolina
25. North Dakota
26. Ohio
27. Oregon
28. Pennsylvania
29. South Carolina
30. South Dakota
31. Tennessee
32. Vermont
33. Virginia
34. Washington
35. West Virginia
36. Wisconsin
37. Wyoming
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