

Combined Clinical/Counseling/School Psychology  
(Ph.D. in Psychology)

and

School Counseling  
(M.S. in Psychology)

School Psychology  
(M.S. in Psychology)

Programs

## Combined Clinical/Counseling/School Psychology Program (Ph.D. in Psychology)

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### Statement of Philosophy

The Combined Clinical/Counseling/School Psychology (Combined PhD) program of Utah State University provides a unified approach to doctoral-level training in the areas traditionally called Clinical, Counseling, and School Psychology. Persons completing the program are thought of in terms of their competencies rather than only by their affiliation with the traditionally separate specialties of clinical, counseling, or school psychology. The program has been continuously accredited by the American Psychological Association (APA) under the category of Programs in Combined Clinical/Counseling/School Psychology since 1974. The Committee on Accreditation (CoA) of APA is "responsible for the accreditation of education and training programs in professional psychology" (Guidelines and Principles for Accreditation of Programs in Professional Psychology, 2002). Complete information on accreditation guidelines and principles are available through CoA at Education Directorate, American Psychological Association, 750 First Street N.E., Washington, D.C., 20002-4242, 202-336-5979 or on the web at [www.apa.org/ed/accreditation/](http://www.apa.org/ed/accreditation/).

Emphasis is placed upon training psychologists who will be able to work in a variety of settings and conduct research. They will be capable of effectively intervening in educational, emotional, and behavioral arenas with individuals, families, small groups, and organizations. Program graduates are employed by VA hospitals, mental health centers, Universities, school districts, state hospitals, health maintenance organizations, medical centers, and private practice groups.

The program attempts to avoid inefficient duplication of training efforts within specialty areas by emphasizing generic professional and scientific attributes, skills, and knowledge common to all psychologists (see D. S. Bailey, *APA Monitor*, July-August 2002 pp. 36-38; Beutler & Fisher, *Professional Psychology: Research & Practice*, 1994, pp. 62-69. Our combined model conforms to the most current empirical data available, and follows a well-developed line of conceptualization which promotes integration among the three traditional professional areas. The aforementioned three areas are not identical, however. The Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) outlines some of the distinctions between the three traditional areas in psychology. Below is a brief overview of the distinctions excerpted from the CRSPPP definitions (for further information go to [www.apa.org/crsppp](http://www.apa.org/crsppp)).

**Clinical Psychology:** As a general practice specialty, Clinical Psychology focuses on the understanding, assessment, prediction, prevention, and alleviation of problems related to intellectual function; emotional, biological, psychological, social and behavioral maladjustment, disability, distress and mental disorder and, therefore of necessity, enhancement of psychological functioning and prevention of dysfunction. What distinguishes Clinical Psychology is the breadth of problems addressed and of populations served.

**Counseling Psychology:** Counseling psychology focuses on personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental and organizational concerns. Within the context of life span development, counseling psychologists focus on healthy aspects and strengths of the client (individual, couple, family, group, system, or organization), environmental/situational influences (including the context of culture, gender, and lifestyle issues) and the role of career and vocation on individual development and functioning.

**School Psychology:** School Psychology is a general practice that is concerned with the science and practice of psychology with children, youth, families; learners of all ages; and the schooling process. School psychological services are provided in a broad array of settings and school psychologists recognize schools as a crucial context for development. An essential role of the school psychologist is synthesizing information on developmental mechanisms and contexts and translating it for adults who are responsible for promoting the healthy growth and development of children and youth in a wide range of educational contexts.

It should be noted that the clientele for each of the above three areas are not viewed as exclusive to any one area. In fact, all three traditional areas of psychology serve a variety of populations including individuals, families and groups. So, for example, a school psychologist may work more closely with school personnel. However, clinical or counseling psychologists who work with children also need the skills to be able to intervene in all critical areas within the child's life including the school.

The program in Combined Clinical/Counseling/School Psychology intends to develop psychologists with proficiency in basic and applied clinical research; individual, marriage/family, and group psychotherapy; theoretical courses in personality and psychotherapy; diagnostic proficiency; and consultation skills. The student is expected to gain essential skills in each of the three areas of the combined program (counseling, clinical, and school psychology). He/she may choose to take additional course work in any of the three competency areas reflected in the three emphases areas of the program thus obtaining additional theoretical background and applied experience in one of these areas. The expertise of the ten full-time faculty assigned to the program provide students with an opportunity for introductory, specialized training in the following areas: 1) school/child clinical; 2) behavioral medicine and neuropsychology; and 3) rural and ethnic minority psychology. Specialized training opportunities are described in more detail in the section entitled "Specialized Training in the Combined Ph.D. Program".

The Combined Program degree (PhD) qualifies graduates for a variety of clinical, counseling, or school psychology positions in universities, private clinics, mental health centers, university counseling centers, community clinics, or public schools. Graduates of this PhD program meet requirements to sit for the psychology licensure examination in Utah and most other states.

At the conclusion of the student's didactic doctoral course work at the University, he/she is required to fulfill a one-year, 2000 hour predoctoral internship which must be APA accredited. USU students typically obtain internships in a variety of settings throughout the United States.

Students in both the PhD and MS programs have access, on a supervised and scheduled basis, to relevant departmental facilities, including audio and video taping equipment, one-way vision suites for psychotherapy and testing, and an assessment library. A variety of opportunities for diagnostic and therapeutic experience with children, adolescents, adults, and families, as well as consultation with parents and teachers is available. Client problems covering a wide range of psychopathology are experienced in practicum settings. In addition to the Psychology Department Community Clinic, practicum placements now include the University Counseling Center, Bear River Community Mental Health Center, the Center for Persons with Disabilities, University Testing/Student Development Center, Head Start, Department of Human Services and a number of public school districts. These placements all provide on-site supervision by licensed or certified professional psychologists. Agreements for external practica, as well as assignments in the Psychology Community Clinic, must be arranged by the Director of Practicum Training.<sup>1</sup> As the atmosphere in the United States is becoming increasingly litigious, students are encouraged to obtain professional liability insurance. It is available to student members of the American Psychological Association from the American Professional Agency, 95 Broadway, Amityville, NY, 11701.

### Practicum Training Requirements (Combined Clinical/Counseling/School Psychology (PhD) Program

Combined PhD students must complete a minimum of 8 semesters of practica, and at least 6 of these semesters must be during their graduate training at USU. Practica are structured as 3-credit courses involving 10 hours a week of professional psychology practice and training.

In the first year, students are in practicum training at the Psychology Community Clinic. During the second and third years, students are at "external" placements, typically for 2 consecutive semesters (fall and spring). In the fourth year, students are usually in a specialized community placement or in the Psychology Community Clinic. Summer placements and fifth year practica are typically available for additional experience. A typical sequence (BA to PhD) would be as follows:

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<sup>1</sup> Practicum experiences necessarily entail expenses to the Department such as updating video and audio facilities, and replenishing tests and other equipment. Students are required to pay a fee for each semester of practicum during both the master and the doctoral experiences. A use fee is also required in the testing courses. This fee is paid when registering.

1st year — F (6350); Sp in Psychology Community Clinic  
2nd year — School **or** counseling placement  
3rd year — Counseling **or** school placement  
4th year — Clinical placement in Psychology Community Clinic or External placement

Students who enter the Combined PhD program with a master's degree and prior practica in psychology may be able to waive some of the practica requirements, just as they might waive some course work. However, **they must obtain at least 4 semesters of practica at USU** (for a minimum of 8 semesters total, including transfer practica). The first two semesters of practica at USU must be in the Psychology Community Clinic. Students may then be given assignment at external sites. Thus, students would complete the required 8 semesters of practica, including at least two semesters of practicum training in each specialty area (clinical/counseling/school) of the Combined PhD program, by the end of their fourth year. If the faculty judge students not to be ready for internship at this time, additional preparation might be required. At the end of these 8 semesters, students may petition the faculty to be excused from further practica, although the most diligent students often wish to develop their clinical skills whether required to do so or not.

At times student assistantships may provide an experience comparable to a practicum requirement. To avoid duplication of time and energy, students having completed an assistantship at USU that would be **directly duplicated** by a practicum (e.g., an assistantship and practicum at CPD clinical services) may petition to have the duplicated practicum waived. Students need the support of their advisor/chair and must petition the Combined PhD faculty to obtain such a waiver.

## Overview of PhD Program Requirements

The PhD program accepts students with either a BS or MS degree. Students admitted with an MA or MS degree in psychology or closely related field must have completed master's level courses equivalent to the USU predoctoral MS track. Students may challenge those undergraduate prerequisite courses in which they believe themselves to have adequate background (see page 46).

Students matriculated into the Combined PhD program must complete a thesis (Plan A). Students entering with an MA or MS will normally have their thesis work accepted if it was a research thesis. If the MA/MS degree was completed without a thesis, comparable work will be required. BA/BS-level students admitted to the program can take a maximum of 40 semester hours before their thesis proposal must be successfully defended. Students completing 40 semester hours will not be allowed to enroll in additional didactic courses until their thesis proposal has been successfully defended. Students can then take up to 70 semester hours before the final thesis document is successfully defended. Again, students who exceed the deadline will not be allowed to register for didactic courses until the thesis has been completed.

In addition to prerequisite course requirements, specific Combined PhD science and professional courses, and completion of a thesis, the Program has a number of practical professional requirements. These include a professional case presentation, composition of a publishable article and the presentation of a theoretical, research or scholarly review paper at a national or regional conference. The final year of the Combined PhD program is a one-year internship. Students apply nationally for internships during the Fall of their last year on campus. To be eligible for internship students must have completed the majority of their course work, completed their professional case presentation, and successfully defended their dissertation proposal. The deadline for the dissertation proposal defense is the end of the second week of November (the specific date varies from year to year). Upon completion of these requirements, a "letter of readiness" for internship will be sent from the Director of Training to all internship sites to which the student is applying.

In summary, to complete the PhD degree, students must successfully: (a) have completed necessary (undergraduate) psychology prerequisites; (b) complete all basic combined program requirements including a thesis or equivalent project; (c) complete a Clinical Competency Exam; (d) complete Research Competencies I & II; (e) complete a dissertation; (f) fulfill a one-year, predoctoral internship.

## M.S. School Psychology Option Within the Ph.D. Program

The Combined PhD program provides students with broad academic and clinical training in the three core areas of professional psychology--clinical, counseling, and school. This combined, integrated training allows graduates of the program to have a greater breadth of clinical expertise than is typical in single specialty programs. Students admitted to the Ph.D. program with a B.S. degree normally complete their M.S. degree in Counseling Psychology. It should be noted that students are never admitted to the program for purposes of completing the Counseling Psychology M.S. as a terminal degree. However, the program recognizes that some graduates will primarily practice as school psychologists in public school settings.

Because state departments of education and the National Association of School Psychologists typically have very specific requirements for educational certification in school psychology, additional coursework (approximately 16 credit hours) and clinical experience (completion of an internship in the public schools) beyond the basic Ph.D. program is required to receive institutional endorsement for school psychology certification. Thus, Combined PhD students who desire to complete the requirements for school psychology certification should complete the Master's degree component of their program in school psychology. This program option also enables the student to receive strong training in **clinical child psychology**.

Students opting to complete their M.S. in School Psychology, must complete their second year practicum in the public schools. Because practicum placements within public school settings easily accessible to USU are limited, only a small number of Ph.D. students per class (usually two) will be allowed to take part in the school psychology specialization. To pursue this school psychology specialization and Master's degree as part of the Ph.D. program, students must submit a letter to the Combined PhD faculty, by November 1st of their first year of study. This letter should include a formal request to pursue the school psychology specialization, and a statement regarding how this training fits

into their overall career plans. Students will be notified of the decision of the faculty in writing, and an individualized program of study for the Master's degree component of the program will be developed. For more information regarding this option, contact Dr. Peacock.

### Admissions Standards and Candidate Selection Procedures

Application to the program is made through the Graduate School. The deadline for application is **January 15**. Applicants with completed files are notified of their admission status by April 1st. Normally, the program receives more than 80 applications, and an average of 8 students can be admitted each year. Recommendations from the Program to the Graduate School regarding admission are based on the outcome of a selection process conducted by Program faculty. The following credentials are taken into consideration: 1) Verbal and Quantitative GRE scores; 2) three letters of recommendation; 3) last 60 hours GPA; 4) evidence of research and/or scholarly productivity; 5) quality of mental health service, or other relevant practical experience; 6) evidence of interpersonal skills and psychotherapeutic temperament; 7) special skills or awards (e.g., bilingual, computer programming skills, prior teaching experience). The top candidates are invited to visit campus in March for two days of orientation and interviews. Offers to enroll in the program are accompanied by either a University Fellowship (1-year), or the guarantee of an assistantship for the first year. Assistantships for subsequent years in the program have traditionally been available for all Combined PhD students who want one.

American Indian Support Project: The Psychology Department offers specialized training to psychologists interested in providing services to American Indian populations. All of the admission credentials listed above are taken into consideration plus additional criteria related to evidence of interest in working in Native communities, past work experience in Native communities, and mastery of a Native language. Due to the small number of applicants with such interests, interested students should contact Carolyn Barcus, Director, American Indian Support Project (435-797-1465, CBarcus@cc.usu.edu), for more information.

The following is a list of course requirements.

## Requirements of the Combined PhD Program Part I: MS in Psychology<sup>2</sup>

Required Theory and Assessment Courses	Semester Credit
Psy 6100 History and Systems	3
Psy 6290* Diversity Treatment and Assessment	3
Psy 6310* Intellectual Assessment	3
Psy 6320* Obj Assessment Personality Affect	3
Psy 6350* Introduction to Theory and Practicum in Counseling	3
Psy 6530* Developmental Psychology	3
Psy 6570* Introd to Psychological and Educational Research	3
Psy 6650 Theories of Learning: The Behavioral Perspective	3
<b>or</b>	
Psy 6660 Cognition and Instruction	
Psy 6600 Measurement, Design, Analysis I <sup>3</sup>	3
Psy 6850* Orientation Seminar	1
<b>Required Counseling Practica Courses<sup>4</sup></b>	
Psy 6360* Practicum in Counseling and Psychotherapy	3
Psy 6150* Empirically Supported Treatments for Children and Adolescents	
<b>or</b>	
Psy 6750* Empirically Supported Treatments for Adults	3
<b>Required Thesis Courses</b>	
Psy 6970 Thesis	6
 <b>MASTER'S LEVEL CREDITS</b>	 <b>40 semester hours</b>

\*Prerequisite: Matriculation into Combined Clinical/Counseling/School Psychology.

\*\*Prerequisites: Undergraduate Abnormal Psychology, and Personality Theory; also strongly recommended are courses in Statistics, Behavior Analysis, Learning Theory, Physiological Psychology, and Developmental Psychology

(A) Course taught on an every other year basis.

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<sup>2</sup>The MS in Counseling Psychology is obtained en route to the PhD; thus, the Master's degree is actually the first two years of the doctoral program. Students are not admitted for an MS in counseling only. Students who enter our doctoral program with an earned master's in areas other than Psychology must complete all the requirements of our MS in Counseling Psychology as well as our doctoral-level requirements. For all MS students, prior course work may be equivalent and transfer into our program, but some courses will not transfer.

<sup>3</sup>Students should work closely with their major professors, starting in the first semester, to develop their programs of study (with specific electives) and to begin their research. It is especially important for first year students to contact and become acquainted with faculty in order to keep informed, to get help in choosing a research topic, and to know whom to consider for committee members, etc. Faculty may appear busy, as indeed they are, but they nevertheless want students to approach them freely.

<sup>4</sup>Usually, doctoral practica (7350) starts in the second year. Note that students are required to have at least one year of practicum experience in each of the three areas.

## Requirements of the Combined PhD Program Part II: PhD in Psychology

Required Theory and Assessment Courses	Semester Credit
Psy 6220 Group Counseling	3
Psy 6510 Social Psychology (A)	3
Psy 6880* Transcultural Assessment Lab	1
Psy 7100 Biological Basis of Behavior: Physiological (A)	3
Psy 7230** Theories and Research Personality (A)	3
Psy 7250 Professional Ethics and Standards (A)	3
Psy 7270* Psychopathology (A)	3
Psy 7610 Meas, Dsgn, and Analy II	3
Psy 7670 Proposal Development	1
Electives (600 or 700 level)	9
Required Psychotherapy Practica Courses	
Psy 7350 Practicum in School Psychology <sup>5</sup>	6
Psy 7360* Practicum in Counseling Psychology <sup>5</sup>	6
Psy 7370* Practicum in Clinical Psychology <sup>5</sup>	6
Psy 7950 Internship (12 months, register for 1 credit per semester, (Fall-Summer))	3
Required Dissertation Courses	
Psy 7970 Dissertation (Minimum. More credits should be taken if the work warrants it.)	12
Comprehensive Examinations	
Psy 7910 Research Competency I <b>and</b> Research Competency II	1
Psy 7910 Clinical Competency Exam	<u>1</u>
<b>DOCTORAL LEVEL CREDITS</b>	<b><u>67 semester</u></b>
<b>TOTAL COMBINED PHD PROGRAM (MASTER'S &amp; DOCTORAL) CREDITS</b>	<b><u>107 semester</u></b>

\*Prerequisite: Matriculation into Combined Clinical/Counseling/School Psychology, School Psychology, or School Counseling. Students should also note other prerequisites.

\*\*Prior completion of a Master's-level course in developmental psychology or human development is recommended.

(A) Course taught every other year.

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<sup>5</sup>Most practicum placements are for one year.

## A Sampling of Electives Within Psychology<sup>a</sup>

Psy 6010	Introduction to Program Evaluation	3 cr
Psy 6050	Psychological Aspects of Sports	3 cr
Psy 6260	Career Development: Theory and Practice	3 cr
Psy 6410**	Psychoeducational Assessment	3 cr
Psy 6460	Professional Issues in School Counseling and School Psychology	3 cr
Psy 6470	Health Psychology	3 cr
Psy 6500	Child Psychopathology	3 cr
Psy 6660	Cognition and Instruction	
Psy 6800	Addictive Behaviors	1-3 cr
Psy 6810	Seminar in Relaxation	1-3 cr
Psy 6810	Seminar: Theory and Practice of Supervision	
Psy 6810	Seminar: Rural Psychology	
Psy 6810	Seminar: Pediatric Psychology	3 cr
Psy 6820	Application of Biofeedback	3 cr
Psy 6900	Independent Study	1-3 cr
Psy 6910	Independent Research	1-3 cr
Psy 6930	University Teaching Apprenticeship	1-3 cr
Psy 7320	Advanced Psychological Assessment	2 cr
Psy 7380	Practicum in Psychology	1-6 cr
Psy 7700	Grant Writing	3 cr
Psy 7820	Neuropsychological Assessment Workshop	3 cr
Psy 7840	Psychopharmacology	1 cr
Psy 7900	Independent Study	1 cr
Psy 7910	Independent Research	1-3 cr

## A Sampling of Electives Outside Psychology

Department of Mathematics and Statistics		
Stat 6410	Ordinary Diff. Eqns I	3 cr
Department of Family and Human Development		
FHD 6300	Family Therapy Theories I	4 cr
FHD 6310	Family Therapy Theories II	4 cr
Department of Health, Physical Education and Recreation		
HEP 6100	Current Trends in Health Promotion	3 cr
PEP 6450	Fitness Assess. and Ex. Test	3 cr
PEP 6400	Ex Health/Fitness/Sport	4 cr
Department of Special Education and Rehabilitation		
SpEd 6290	Teaching Social Skills	3 cr
SpEd 6380	Theory, Practices, and Research in Learning Disabilities	3 cr

\*\*Additional prerequisite: Psy 6310.

<sup>a</sup>The majority of elective courses are taught on an every other year basis or every three years. Students should work closely with their advisor in planning.

## Sample Schedule

Following is a sample schedule that Combined PhD students may follow (from BA to PhD). The sequences suggested here are useful for at least two reasons: 1) scheduling prerequisites earlier and electives later, 2) providing a balance between courses in theory, research, assessment, and therapy throughout training, and 3) some classes, specifically the testing classes Psy 6310 and 6320, are needed early in order that the student is able to do the testing required in practicum. However, this schedule is only one of many possible arrangements, and it does not take into account that students often use summer semesters to take various courses (especially electives) and work on their research projects. More importantly, students are well advised to keep in mind that some courses, especially the electives, may not be offered every two years as planned. While the Department does its best to maintain a stable schedule, circumstances may force an occasional change. Students should take highly desired or important classes fairly early in remote chance that the class may not be offered exactly when the student would like it. Each student should develop his/her specific schedule, or program of study, under the direction of his/her major professor or advisor.

### Sample Schedule for Masters and Doctoral Components of Combined PhD Program

Fall	Spring	Summer
<b>Year One</b>		
Psy 6350 (3) Psy 6310 (3) Psy 7270 (3) Psy 6810 (1) <span style="float: right;"><b>10</b></span>	Psy 6320 (3) Psy 6360 (3) Psy 6570 (3) Psy 6100 (3) <span style="float: right;"><b>12</b></span>	Psy 6600 (3) Psy 6260 (3) <span style="float: right;"><b>6</b></span>
<b>Year Two</b>		
Practicum (3) Psy 6530 (3) Psy 6610 (3) Psy 6970 Thesis (1) <span style="float: right;"><b>10</b></span>	Practicum (3) Psy 6290 (3) Psy 6880 (1) Psy elective Psy 6970 Thesis (2) <span style="float: right;"><b>9</b></span>	Psy 6970 Thesis (3) Elective (3) <span style="float: right;"><b>6</b></span>
<b>Year Three</b>		
Practicum (3) Psy 6650 or 6660 (3) Psy 7250 (3) Psy 7670 (1) <span style="float: right;"><b>10</b></span>	Practicum (3) Psy 6220 (3) Psy 6510 (3) Psy 7970 Dissertation (2) <span style="float: right;"><b>11</b></span>	Psy 7910 Case (1) Elective (3) Psy 7970 Dissertation (2) <span style="float: right;"><b>6</b></span>
<b>Year Four</b>		
Practicum (3) Psy 7100 (3) Elective (3) <span style="float: right;"><b>9</b></span>	Practicum (3) Psy 7230 (3) Psy 7970 Dissertation (3) <span style="float: right;"><b>9</b></span>	Psy 7910 (1) Pub Art./Presentation Psy 7970 Dissertation (3) <span style="float: right;"><b>4</b></span>
<b>Year Five</b>		
Psy 7950 Internship (1) Dissertation (2) <span style="float: right;"><b>3</b></span>	Psy 7950 Internship (1) <span style="float: right;"><b>1</b></span>	Psy 7950 Internship (1) <span style="float: right;"><b>1</b></span>

**Total = 107 hours**

Note 1: Thesis credits are Psy 6970.  
Dissertation credits are Psy 7970.  
Practicum credits are Psy 7350, 7360, and 7370.

Note 2: During the internship year (year 5), students enroll for 3 credit hours of Psy 7950 (internship credit), one per semester.  
Total Credit Hours, M.S. and Ph.D. = 107 semester hours

## Specialized Training in the Combined PhD Program

In addition to the generalized training offered in the combined clinical/counseling/school doctoral program, three areas of emphasis are available. The emphasis areas are designed for students to more systematically begin developing a specialty area in line with their future career goals. The three areas of specialized training include health psychology/neuropsychology, child clinical (with or without a school psychology emphasis), and a rural and ethnic minority. The courses recommended for each emphasis include some courses that are already required by the program, but the majority would be taken as electives at both the master's and doctoral level. Students are not required to take all of the core or secondary courses in any emphasis area, but the courses outlined should be considered a guide for planning your degree. Students are encouraged to discuss emphasis areas with their chair, making full use of the expertise provided by the Combined PhD faculty. Listed below are each of the specialty areas, with "core" and "secondary" courses. The core courses are considered foundational, providing crucial information necessary for clinical and research work in the area. Secondary courses are for those students who wish further information, or who have specific interests within a given domain. Note that particularly secondary courses may be taught on an infrequent basis. Students are advised to work closely with their chairs in making scheduling decisions.

### Health Psychology/Neuropsychology Emphasis

#### Primary Elective Courses:

Psy 6470	Graduate Seminar in Health Psychology
Psy 6800	Addictive Behaviors
Psy 6810	Interventions in Health Psychology
Psy 7100	Biological Bases of Behavior
Psy 7360 <b>or</b>	Practicum in Health Psychology <b>or</b>
Psy 7370	Neuropsychology (2 semesters)
Psy 7820	Neuropsychology Workshop

#### Secondary Elective Courses:

Psy 6750	Empirically Validated Treatments
Psy 6050	Psychological Aspects of Sports
Psy 7360 <b>or</b>	Additional Practica in Health Psychology <b>or</b>
Psy 7370	Neuropsychology
Psy 7840	Psychopharmacology
HEP 6100	Current Trends in Health
HEP 6800	Seminar in Health Education
PEP 6400	Exercise in Health, Fitness, and Sport
PEP 6450	Fitness Assessment and Exercise Testing
NFS 6200	Nutritional Epidemiology
BIOL 5620	Medical Physiology
PUBH 5020	Fundamentals of Epidemiology

## Child Clinical Emphasis

### Primary Courses:

Psy	6150	Empirically Supported Treatments for Children/Adolescents
Psy	6270	Child Psychopathology
Psy	6410	Psychoeducational Assessment
Psy	6810	Seminar: Pediatric Psychology
Psy	6890	Assessment Ch/Ad Psychopath and Per
Psy	7370	Advanced Practicum: Clin Psy

### Secondary Courses:

Psy	6340	Psychological and Educational Consultation
Psy	6460	Professional Issues in School Psychology and School Counseling Electives from Special Education or Family and Human Development

## Child Clinical with School Psychology Emphasis

### Primary Courses:

Psy	6150	Empirically Supported Treatments for Children/Adolescents
Psy	6270	Child Psychopathology
Psy	6340	Psychological and Educational Consultation
Psy	6410	Psychoeducational Assessment
Psy	6450	Introduction to School Psychology
Psy	6460	Professional Issues in School Psychology and School Counseling
Psy	6890	Assessment Ch/Ad Psychopath and Per
Psy	7350	Practicum in Sch Psy
Psy	7370	Advanced Practicum: Clin Psychology

### Secondary Courses:

Psy	6810	Seminar: Pediatric Psychology Electives from Special Education or Family and Human Development
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## Rural and Ethnic Minority Psychology Emphasis

### Primary Courses:

Psy	6150	Empirically Supported Treatments for Children/Adolescents
Psy	6410	Psychoeducational Assessment
Psy	6810	Psychology of Addictive Behaviors
Psy	6750	Empirically Validated Treatments
Psy	6810	Seminar: Rural Psychology
Psy	6810	Theory and Practice of Supervision
Psy	6890	Assessment Ch/Ad Psychopath and Per
Psy	7840	Psychopharmacology
Psy	7820	Neuropsychology Workshop
Psy	7370	Practicum: Rural or ethnically diverse setting

### Secondary Courses:

Psy	7700	Grant Writing
Psy	6340	Psychological and Educational Consultation
Psy	6810	Seminar in Relaxation
Psy	6810	Eating Disorders Seminar
Psy	7320	Advanced Personality Assessment
Anth	6120	Applied Rural Development
Soc	6630	Natural Resources and Social Development
Soc	6700	Advanced Rural Sociology